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ABSTRACT

This training package is designed to assist sex equity personnel in implementing the Education Amendments of 1976. Chapter 1 examines the sex equity problem as it relates to vocational education. Chapter 2 discusses the concepts of program management and change agents in relation to the functions of the job of sex equity personnel. Chapter 3 provides information on the ten mandated functions of sex equity personnel: (1) take action to create awareness, (2) gather, analyze, and disseminate data, (3) develop and support actions to correct problems, (4) review the distribution of grants and contracts, (5) review all vocational education programs, (6) monitor the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures, (7) assist local education agencies, (8) make information available to a variety of audiences, (9) review the self-evaluations required by Title IX, and (10) review and submit recommendations with respect to overcoming sex bias and stereotyping in vocational education. Chapter 4 briefly discusses how to influence people to help solve the sex equity problems, and chapter 5 lists the names and addresses of fifteen potential information sources. Finally, chapter 6 discusses the development of action plans listing the seven steps of the program planning process and five basic principles of effective program planning. Included is a sample action format. (JH)

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Research and Development Series No. 143

A GUIDE FOR VOCATIONAL EDUCATION SEX EQUITY PERSONNEL

Prepared for the NIE Project

Increasing Sex Fairness in Vocational Education

by

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CE 022 136

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1978

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

This training package is one of two training packages developed by the National Center for Research in Vocational Education under contract with the National Institute of Education. This package is designed to assist the sex equity personnel in implementing the Education Amendments of 1976. Tested by nine sex equity personnel already hired by their states at the time of the pilot test, the package was used in five regional workshops conducted in April and May 1978 for the sex equity personnel. (A second package, to accompany this package, consists of strategies and techniques useful to all of those interested in increasing sex fairness in vocational education.)

Although this training package was designed to be used as part of the workshop, it is self-instructional in that learning activities done by large/small groups in the workshop sessions can be completed independently. The workshop sessions are organized within an eight-hour sequence.

The packages were developed by Louise Vetter, Carolyn Burkhardt, and Judith Sechler.

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CHAPTER I

WHAT IS THE PROBLEM AND HOW MUCH CAN VOCATIONAL EDUCATION TACKLE?

Objective: To consider priorities and constraints that impact on you and vocational education in order to help gain a realistic perspective for addressing the problem of overcoming sex discrimination, sex bias, and sex stereotyping in vocational education.

Background Information

Terms Used to Describe the Problem

The effort to address the problem of overcoming sex discrimination, sex bias and sex stereotyping in vocational education through legislation made it necessary to distinguish various terms that are used to depict particular aspects of the problem. While materials from other sources utilized in this publication may use the terms differently, the rest of the publication will use these definitions which appeared in the Final Regulations for Public Law 94-482 (*Federal Register,* Vol. 42, No. 191—Monday, October 3, 1977, Section 104.73).

Sex Bias: Behaviors resulting from the assumption that one sex is superior to the other.

Sex Stereotyping: Attributing behaviors, abilities, interests, values, and roles to a person or a group of persons on the basis of their sex.

Sex Discrimination: Any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their sex.

The Complexity of the Problem

Occupational sex segregation, defined as having a very high proportion of one sex filling certain jobs, has been characteristic of the labor market in the United States for many years. The dramatic increase of women into the labor market in the past decade has had relatively little impact on occupational segregation (Women's Bureau, 1975). Such segregation closes off to men occupations in which they might be extremely productive, and it traps women into the typically low-paying, lower status jobs which seem more a consequence of segregation than anything intrinsic in the work itself.

How and why has this problem, which is so damaging to human productivity and fulfillment, persisted? Quite probably because its roots are longstanding, deep, and widespread. In both subtle and overt ways our culture's socialization process, economic constraints, and historic precedence all contribute to this disturbing situation.

Sandra L. and Daryl L. Bem have described the complexity of the problem in their often-cited paper *Training the Woman to Know Her Place: The Social Antecedents of Women in the World of*

Work. Among the concerns which they raise are discrimination in the work world, the effects of sex-role conditioning at home and school on one's aspirations, as well as psychological barriers, biological considerations, and the presumed incompatibility of family and career.

The Problem as It Relates to Vocational Education

To a certain extent, occupational sex segregation is caused by discriminatory labor market practices which are slowly crumbling under legal and social pressures. The problem has also been traced to self-concepts and societal pressure shaped by the practice of sex bias and sex stereotyping through several generations.

However, occupational sex segregation also results from supply problems; while there are qualified men and women to fill almost every occupation one can think of, and while there are increasing numbers of women and men actually filling jobs which are nontraditional for their gender (in our society), often the supply of qualified men and women for nontraditional work is much smaller than the demand.

While data are incomplete, it would appear that the under-supply of qualified men and women for nontraditional occupations may be particularly severe in the skilled trades and in the work for which vocational education is preparatory. For example, 77.2 percent of clerical workers are women, and 95.8 percent of the craft and kindred workers are men (Women's Bureau, 1975). Workers in both these major occupational groups are frequently vocational education graduates.

Turning then to vocational education, which is expected to help develop an adequate supply of people prepared in these occupations, data from numerous sources make it clear that vocational education is sex segregated. Table 1 provides the most recent information available on enrollments. Furthermore, vocational education teachers are practically as sex segregated as the courses. Kievit (1974) cites an HEW survey of secondary vocational teachers. Teachers of agriculture, technical, trade and industry, and distributive education are predominantly men (100 percent, 89 percent, and 77 percent respectively) and teachers of home economics, health occupations, and office occupations are predominantly women (98 percent, 89 percent, and 72 percent respectively).

Table 1. Enrollment Distribution Increase by Sex for Fiscal Years 1972 and 1976

	1972 Enrollment	1976 Enrollment	Percent Female 1972	Percent Female 1976	Percent Increase Female	Percent Increase Male
Agriculture	896,460	1,059,717	5.4	10.4	+5.0	
Distribution	640,423	900,604	45.3	40.7		+ 4.6
Health	336,652	684,304	84.7	69.6		+15.1
Consumer and Homemaking	3,165,732	3,515,042	92.1	76.5		+15.6
Occupational Home Economics	279,966	471,289	86.1	74.2		+11.9
Office	2,351,878	3,114,692	76.4	61.2		+15.2
Technical	337,069	484,807	9.8	9.1		+ 0.7
Trade and Industrial	2,397,968	3,109,950	11.7	10.9		+ 0.8

Source: U.S. Office of Education, *Summary Data, Vocational Education, Fiscal Year 1972.* Washington, D.C.: DHEW, BOAE, May 1973. U.S. Office of Education, *Summary Data, Vocational Education, Fiscal Year 1976.* Washington, D.C.: DHEW, BOAE, January 1978.

It is important to recognize that sex bias need not be blatant or malicious before it can be damaging. There are two kinds of barriers which perpetuate occupational sex segregation in vocational education curricula. The first is the obvious kind: promotional brochures and instructional materials geared for one sex only, availability of physical facilities (dormitories, restrooms, etc.) for only men or only women, instructional staff composed all or primarily of one sex only, or admission requirements which strongly favor one sex or the other, and so on. The other kind of barrier is far more subtle and is often difficult to detect. The subtle and pervasive stereotypic expectations of what is "appropriate" sex role behavior for girls and boys can be a powerfully negative force which limits the opportunities and, therefore, the growth of students. Ability to recognize these attitudes, to see how they may be expressed in actions, and to clarify the difference between public responsibilities and private opinions, along with the elimination of overt barriers, will make a great deal of difference to the success of men and women who enter training in nontraditional programs.

How Much Can Vocational Education Tackle?

Given the complexity of occupational sex segregation, it is only natural to ask what vocational educators can do. Corinne H. Rieder, former Associate Director for Education and Work at the National Institute of Education, in answer to this question outlines six courses of action in her paper *Women, Work and Vocational Education* (1977):

> Vocational educators, as much as any other single group in our society, have both the responsibility and means to do something about these problems. The reason is that they are at the critical juncture between school and work. They recruit students, provide them with the knowledge and skills needed for successful job entry and place students in their first jobs. Within education, their unique responsibility is to represent the utilitarian purposes of education and to meet our society's economic needs. Within the world of work, they are concerned with development of their students' potential to the fullest and their placement in a work environment which is financially and psychologically rewarding. The intractable problems of occupational and education segregation must be addressed at all levels of education and government.
>
> . . . Those of us concerned with vocational education can take several steps to address these problems. Our primary responsibility is putting our own house in order. Specifically this means: (1) Implementing fully the Vocational Education Amendments of 1976, (2) Changing recruitment and admission practices and policies, (3) Improving guidance and counseling efforts, (4) Revising curricular materials and teaching practices, (5) Increasing the number of female vocational administrators and qualified women teachers in male-dominated courses and male teachers in female-dominated fields, and (6) Continuing important research and development efforts on women in vocational education (pp. 5-6).

While ambitious, these six steps are marked by an awareness that vocational education cannot solve the problem alone.

Perhaps it goes without saying that it is easier to change behavior than attitudes. Nevertheless, it may be helpful to be reminded that sex bias is much easier to combat than sex stereotyping. Adopting the use of non-sexist language, for example, may be much easier for someone to do than accepting the belief that women belong in the trades. Sex bias is tangible and can be dealt with directly. Sex stereotypes, on the other hand, stem from deceptively simple assumptions which are

made and continuously reinforced from infancy on. They take time and sensitive strategy to change. Removing sex bias can do much to provide opportunities for new awarenesses to occur which are necessary to break down sex stereotypes. A young man excelling at altering a suit or a young woman mastering an engine tune-up provide forceful encouragement to a change in attitudes.

Obvious institutional barriers to sex fair admission such as single-sex institutions and buildings have been prohibited since the enactment of the Education Amendments of 1972. Other practices precluding sex fair programs, however, led to further proactive measures in the Education Amendments of 1976. Marilyn Steele pointed out in *Women in Vocational Education* (1974) that program areas with a high concentration of women had a much higher student/faculty ratio and lower per student expenditures than those programs with a preponderance of men. At the post-secondary level, she advocated convenient scheduling of classes and the provision of child care as critical to achieving sex fair programs. Addressing more subtle barriers such as these illustrates two kinds of institutional change needed to remove sex bias.

The information cited earlier on the sex segregation of vocational education teachers indicates another needed change. An increase in teachers of the nontraditional sex is essential to provide role models for nontraditional students.

Curriculum content and textbooks may also need improvement. Illustrations, language, and portrayal of the sexes all need to be examined.

Mary Ellen Verheyden-Hilliard has observed that

> Because we cannot guarantee the future of any particular student, it is critical to develop a sex fair educational program which, (1) will encourage serious long-range educational and career planning for girls and young women as independent rather than dependent persons, and (2) will alleviate the pressure and stress experienced by boys and young men because of unrealistic stereotyped expectations and demands which contribute to their high rate of mental and physical illness. *(A Handbook for Workshops on Sex Equality in Education,* p.3)

References for Further Reading

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Increasing Sex Fairness in Vocational Education
An Introductory Assessment

Exercise 1

Purpose: To consider your background in order to gain an awareness of your needs in terms of increasing sex fairness in vocational education.

Directions: Jot down answers to the following questions to focus on major assets and problems which you anticipate or have encountered in your sex equity leadership role.

1. Prior to your appointment as state vocational education sex equity coordinator, had you been involved in working for sex fairness in vocational education (or sex fairness in education generally)?

   If yes, what was your involvement?

2. What have you found (or do you expect to find) *easiest* in carrying out the responsibilities of your job to overcome sex discrimination, bias and stereotyping in vocational education?

   Why?

3. What have you found (or do you expect to find) *most difficult* in carrying out the responsibilities of your job to overcome sex discrimination, bias and stereotyping in vocational education?

   Why?

4. What do you think will be the most important results or outcomes of efforts to overcome sex discrimination, bias and stereotyping in vocational education?

CHAPTER II

HOW CAN I POSSIBLY DO ALL THE WORK I HAVE TO DO?

Objective: To become familiar with the concept of program management in order to have a framework for approaching a manageable way of carrying out the functions of the job of sex equity personnel.

Objective: To become familiar with the change agent concept in order to facilitate carrying out the functions of the job of sex equity personnel.

Background Information

Introduction

You have been assigned ten functions through the Education Amendments of 1976 and the Final Regulations for Vocational Education issued on October 3, 1977. You've probably been wondering how on earth you can possibly do all the assigned functions, on a budget of $50,000, to reach the goal of eliminating sex bias and discrimination in vocational education programs by furnishing equal educational opportunities in vocational education programs to persons of both sexes and by eliminating sex discrimination and sex stereotyping from all vocational education programs. The answer is that you can't, not by yourself. You will need to be a program *manager,* but more importantly, you will need to be an *influencer,* a person who works with others to accomplish change, a *change agent* as some people have called them.

Havelock and Havelock (1973) have pointed out that any major educational change probably requires long-term planning, ten years lead time or more. Case studies indicate that comprehensive structural changes in the Swedish system required 23 years for full implementation. The Havelocks indicate that, for curriculum changes, a 10-year cycle may be possible.

A willingness to take risks is an important requirement for successful innovation or change. Too much stress on accountability may stifle risk-taking. Accountability may not work for system improvement if people don't have the right to make mistakes. Change requires a certain degree of possibility for error.

However, the change you are concerned with, furnishing equal educational opportunity and overcoming sex discrimination, sex bias, and sex stereotyping is a legislated and administered change. This gives you some leverage in the situation. It can also cause resistance on the part of many people. If, along with compliance concerns, you can stress the positive effects of the changes for both women and men, it will help your cause.

Anticipated reward, for you, for other people in the state agency, and for the local vocational education people is a major incentive. Your state should have included in its five-year plan, incentives

adopted by the State for eligible recipients (local education agencies and institutions of vocational education) to encourage enrollment by students in courses which are not traditional for their sex and to develop model programs to reduce sex bias and sex stereotyping in training and placement. Additional incentives may also have been included. Incentives for the state department personnel are not required, but policies and procedures can be adopted that provide incentives. The incentives for you are success in your job and the improved opportunities for the people in your state.

You as a Program Manager

Problem Areas

You probably have few, if any, *lines of authority* over staff members in the vocational education department. According to Cook (1971), in this situation, other techniques must be employed in order to accomplish the tasks that need to be done. Cook suggests that you must draw on pursuasive abilities, reputation, rapport, influence, status, and prestige to accomplish tasks. Ability to use funds as a means of authority also can become an important part of managing your program. Depending on the allocations of priorities through your State's Basic Grant Funds, you may be able to work with people in a variety of areas because there is money available to work on the problems you are concerned with, problems that relate to increasing sex fairness in vocational education. Additionally, the support of your state director of vocational education is crucial. Policies and procedures that will assist you in your work may already be in place. If not, it would be helpful to work on getting solid support from the people in the agency who are responsible for setting policy.

Your position as the full-time person to eliminate sex bias and discrimination in vocational education programs may not have been located within the state division of vocational education. Additionally, you may not have been in the position when schedules, budgets, and performance dimensions of the position were specified in the five-year plan. This means that your *control* over the dimensions of your program and position are limited. The program and, to a certain extent, your position dimensions, can be modified through the annual plan updating. However, the ten functions of your position are outlined in the Final Regulation as follows:

(a) Take action necessary to create awareness of programs and activities in vocational education designed to reduce sex bias and sex stereotyping in all vocational education programs, including assisting the State board in publicizing the public hearings on the State plan;

(b) Gather, analyze, and disseminate data on the status of men and women students and employees in vocational education programs of the State;

(c) Develop and support actions to correct problems brought to the attention of this personnel, including creating awareness of the Title IX complaint process;

(d) Review the distribution of grants and contracts by the State board to assure that the interests and needs of women are addressed in all projects assisted under this Act;

(e) Review all vocational education programs (including work-study programs, cooperative vocational education programs, apprenticeship programs, and the placement of students who have successfully completed vocational education programs) in the State for sex bias;

(f) Monitor the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures within the State relating to vocational education;

(g) Assist local education agencies and other interested parties in the State in improving vocational education opportunities for women;

(h) Make available to the State board, the State advisory council, the National Advisory Council on Vocational Education, the State Commission on the Status of Women, the Commissioner, and the general public, including individuals and organizations in the State concerned about sex bias in vocational education, information developed under this section;

(i) Review the self-evaluations required by Title IX; and

(j) Review and submit recommendations with respect to overcoming sex bias and sex steretoyping in vocational education programs for the five-year State plan and its annual program plan prior to their submission to the Commissioner for approval.

Factors Leading to Effective Program Management

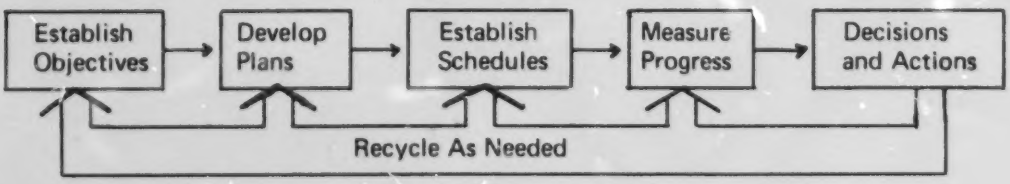
Background and experience in the areas of education which relate to the substance of your program are important in helping you feel confident about what you are doing. The information in this set of materials should be helpful. Additional sources are becoming available all the time. Later in this package (Chapter V), a discussion of resources should prove helpful.

It is also helpful to have an understanding of *management concepts,* particularly planning, controlling, and decision-making. Of course, the best possible situation would be to have previous experience as a program manager. However, if you don't, learning on the job is the next best alternative. Cook (1971) points out that managerial skill is extremely difficult to learn in a classroom. It is best learned through experience gained in job situations. You can apply what you have learned this year to your job next year and it will also be valuable experience as you move ahead in your own career.

Effective program management depends upon *organizational support and resources.* As pointed out by Cook (1971), the lack of support can be a disrupting factor in the success of the program manager and the program. If you do not have the time and assistance to carry out the many duties associated with the program, or if you find yourself involved in conflicting lines of authority, the whole program can be jeopardized. Obviously, if you are given the responsibility for the total program, the organization should give you the support you need to ensure the success of the project. That support may be there now or will build as you gain confidence in others and yourself.

The Management Process

The functions of management, according to Cook (1971), are planning, organizing, directing, and controlling. The management process can be viewed in the following way:



The need for recycling comes because the process and the plan involves three elements: the future, action, and people. Simply because the plan focuses on the future, there are problems. Because the future is unknown, you are dealing with a degree of uncertainty. Thus, as you are implementing your program for sex fairness in vocational education, you will need, at times, to go back and rethink your objectives and plans. In fact, there is a built in recycling component with your job. The Federal requirement for an annual plan submission gives you the chance to look at your progress and then go back and rework your objectives and plans.

The Resource Center on Sex Roles in Education (1977) has provided a seven step *program planning process* you may choose to use. The steps are as follows:

1. Setting measurable goals and objectives
2. Planning programs for each goal (programs would include specified objectives, sub-objectives, work activities, products, and outcomes)
3. Developing a budget
4. Implementing the program
5. Evaluating the program
6. Updating and adjusting program plans
7. Reporting results of the program

Chapter VI will provide you with a chance to apply this process.

Basic principles of effective program planning identified by the Resource Center on Sex Roles in Education (1977) include:

1. Program planning is an ongoing, continuous process. Every program should be in some phase of the program planning process.
2. Program planners should utilize all seven phases of the program planning process.
3. Those who will carry out the program should be included or represented in every phase of the process.
4. Timelines should be carefully delineated, and responsibilities should be clearly assigned.
5. Most plans should include an in-service training component as part of an implementation phase.

When you are laying out your plans and delineating timelines for the objectives you have selected, there are four areas that you need to consider (Cook, 1971). These are: (a) the total time needed to accomplish the objective; (b) time needed to accomplish the individual task; (c) schedule dates; and (d) directed completion dates. Because of the structured situation in which you work, with the Federal requirement for the annual program plan cycle, it will be important for you to be aware of directed completion dates that your agency has adopted to meet the Federal requirements. These will have to be kept in mind for your entire program management function.

Policy. All States are required, by Federal regulation, to have adopted policies to assure equal access to vocational education programs by both men and women, including the actions to be taken to overcome sex discrimination and sex stereotyping in all State and local vocational education programs. Included here are a general policy statement from Maryland and seven specific policy statements from New York, for your information.

DRAFT
For Discussion Purposes Only

POLICY STATEMENT (MARYLAND)

Re: Elimination of Sex Bias and Sex-Role Stereotyping in Vocational Education

For the purposes of administering Title II, of Public Law 94-485, it shall be the policy of the State Board to assure affirmative steps are taken to eliminate sex bias, sex-role stereotyping, and sex discrimination in all programs, projects, activities, and services in vocational education.

Policies assuring equal access to vocational education programs adopted by New York State are as follows:

- All occupational education programs, services, and activities which are conducted in the State, whether or not they are federally funded, will be examined to insure that there is no discrimination against persons on the basis of sex, and that they are free of sex bias and stereotyping.

- Each local education agency, BOCES, and postsecondary institution shall inform the community which it services that criteria for admission in any occupational program or activity are available to students regardless of sex.

- Priority will be given to vocational guidance and counseling programs that provide a greater understanding of educational and employment options open to all people, and are free of sex bias and stereotyping.

- Services will be supported for females and males who desire entry into programs designed to prepare them for employment in jobs which have been traditionally limited to the opposite sex. Special needs of women will be given high priority.

- Preparation and retraining of occupational education teachers at all levels will focus on the awareness and teaching methods that will eliminate sex bias and sex stereotyping.

- Written materials disseminated by the State and materials used locally to instruct, counsel, test or recruit students will be free of sex biased and stereotyped images, and will depict people functioning in a variety of roles.

- All occupational education institutions will have available an affirmative action plan, including realistic numerical goals and timetables, for the recruitment and promotion of women in administrative and supervisory positions, with salaries and benefits equal to those of men holding the same positions.

It will make your job as a program manager much easier to have policies in place in the state agency for the work you are expected to do at the state and local levels. As these policies are required by the Regulations, some policy should already be in place. You should review the policy

statements when you are in the program planning process. The policies will aid you in determining what has been given priority in your state. If you would like to see different priorities, you can work to get the policies changed. If policies are not specified in detail, you may want to make one of your objectives that of developing possible specific policy statements for consideration for adoption by your agency.

You As An Influencer

Because of the level of demand placed on you through the ten functions assigned to your job by Federal regulation, you will need to have help from a variety of sources to reach the goal of eliminating sex bias and sex discrimination in vocational education programs. Look for people within your agency and outside your agency who can provide the information and the assistance that you will need in carrying out the functions. It may help if you can view yourself as a *change agent.*

Roles of a Change Agent

Havelock (1973) has delineated four primary roles in which a person can act as a change agent. They are: as a catalyst, as a solution giver, as a process helper, and as a resource linker. A *catalyst* is a person who is dissatisfied with the way things are, the "status quo." By making this dissatisfaction known, they get things started. A *solution giver* is a person who has a solution s/he would like others to adopt. This person has to know when and how to offer the solution and know enough about the solution to help the client adapt it to her/his needs. A *process helper* is a person who can provide valuable assistance in:

a. recognizing and defining needs,
b. diagnosing problems and setting objectives,
c. acquiring relevant resources,
d. selecting or creating solutions,
e. adapting and installing solutions, and
f. evaluating solutions to determine if needs are satisfied.

A *resource linker* is a person who brings people together, helps clients find and make use of resources inside and outside their own systems.

Points to keep in mind when considering change agent roles are:

1. The four primary change agent roles are not mutually exclusive. You can be all four at the same time. Knowing how to be effective in one role will help you be effective in the others.
2. You can be an effective change agent either as an insider or as an outsider.
3. You can be "line" or "staff."
4. You can be an effective change agent working from above or below. However, it is harder when you are working from below. You must understand the process, the points of leverage, the most efficient channels, the best times, places, and circumstances. Whether working from above or below, your success depends on projecting a positive role model of the change you seek—in this case, sex equity in vocational education.

How the Change Agent Works

Havelock (1973) describes the process by which a change agent works in six stages. They are:

Stage I – Building a Relationship (between change agent and client)
Stage II – Diagnosing the Problem
Stage III – Acquiring Relevant Resources
Stage IV – Choosing the Solution
Stage V – Gaining Acceptance
Stage VI – Stabilizing the Innovation and Generating Self-Renewal

Kievit (1978) describes the seven stages in the change process as:

1. Create awareness
2. Set objectives
3. Seek information
4. Choose alternatives
5. Gain acceptance
6. Monitor gains
7. Maintain and extend gains

A good example of a project where an innovation in the area of sex fairness was established is the "New Pioneers" project in North Carolina. In a report of reflections and recommendations from the project (1977), Amanda Smith makes the following quoted recommendations:

1. The project should be so located in the agency that the staff can both function and be perceived as *regular members of the agency,* with full access to relevant meetings, memos, etc.

2. At the same time, agency executives must be willing to make it clear that the aim of the project is to incorporate the *elimination of sex bias into everyone's work,* not leaving it all up to the project staff.

3. *Analyze the System.* Take a good look at how your particular state agency is organized, to discover the formal and informal access points, leverage points and dead ends. You will stand the best chance of having a permanent impact if you *use the system to reform the system.*

   a. Who are the *individuals* who will make something happen or keep it from happening, either because of their formal position or their informal influence?

   b. What are the *access points* built into the delivery system? In North Carolina, we identified the following:

      (i) the *legal requirements of Title IX,* which are the main reason many people, especially administrators, are interested in sex bias.

      (ii) *access to state staff* (Curriculum Specialists, Field Support Specialists on Federal Requirements, Area Directors of Vocational Education), who have wide impact on local administrators and teachers.

(iii) *access to Local Directors* of Vocational Education, who direct the local programs and prepare an annual plan to meet federal requirements.

(iv) *access to many regular meetings and conferences,* such as regional FHA conferences, the Occupational Education Teachers' Summer Conference, meetings of North Carolina Association of Educators, the School Boards Association, etc.

(v) *state certification regulations* that teachers must acquire a certain number of in-service educational experiences in order to renew their teaching licenses.

(vi) *advisory lists* on instructional materials which are mailed annually by the Materials Review and Evaluation Center to all school libraries.

(vii) *agency print and media resources* for developing cassette filmstrips, handouts, training materials, etc.

(viii) *financial resources and* the Department of Public Instruction's *reputation* to attract workshop participants.

(ix) the general *visibility* of being a Project Director, which leads to opportunities to speak, write articles, or make radio and television appearances to publicize the program.

4. *Recommendations for Working with State Staff*

a. *Become familiar with the nature of each program area.* What is actually being taught? What are the specific skill requirements? Are some teachers likely to have more work experience than formal education? Do some programs have more prestige than others?

b. *Learn the work situation and organization of each program area.* Are consultants organized by function or by geography? Do they spend most of their time on field visits? Curriculum development? How much jurisdiction do they have in approving textbooks? Local programs? Most important: how busy are they?

c. *Start at the beginning.* Provide enough introductory inservice for the whole division to insure that everyone understands the goals of the program, and begins to develop understanding and insight into the nature and problems of sex bias, as distinct from sex discrimination. Don't forget people need time to talk.

d. Work with the staff of each program area *to develop their written plan* tailored to the needs and opportunities in that particular subject area.

e. *Note on Preparing Planning Guides.* The job of helping others prepare their own plans is tricky: you want them to do their own thinking, yet you do not want to play games or reinvent the wheel.

Handing people a list of recommended activities may leave them overwhelmed or resentful at all the things they "should" do, or run the risk of their accepting it unquestioningly, never really adapting it to their own needs and therefore never implementing it. They may further perceive you as one who rams things down their throats.

The best planning guide is probably a series of questions which will assure that all major activities are considered in terms of each planner's own reality. Each question can be followed by alternative activities, with you explaining the main advantages and disadvantages of each.

Skills Needed by Change Agents

Havelock (1973) has outlined specific skills needed by change agents and given suggestions on ways to be an effective change agent. Skills are in three areas: ability to relate to people, skill in human relations and communicating, and leadership ability. *If you don't bring these skills with you to the job, they can be learned.*

The change agent needs to be able to relate to people at various levels in a system. Sometimes this has to be done in situations of great ambiguity where it is likely that the change agent will be the recipient of suspicion and hostility and where their words and deeds are likely to be misperceived, distorted, and exploited. Thus, the ability to relate to people both above and below you in the system is an extremely important skill.

Skills in the areas of human relations and communicating are also important for the change agent. At the most basic level, you must be able to read, write, listen, and speak with above-average proficiency. You must be able to do so in a variety of stituations with a variety of materials and styles. You probably need to be able to communicate effectively both orally and in writing to educators at various levels as well as the general public.

Leadership ability is another important skill. Because the change agent moves in an ambiguous, confusing and somewhat disorganized social space, you must be an organizer. If you can put people together in teams to work on problems, your job will be much easier to handle.

Havelock (1973) suggests a number of strategies for being an effective change agent. Among them are:

1. Be committed to your cause—stress the need for change (in your case, the need for broader opportunities for women and men to grow and develop)

2. Be sensitive to process—think reasonably about steps that need to be followed to gain support for your cause and to reduce resistance to the changes you wish to see come about

3. See the situation from the point of view of the existing system leadership—not necessarily to accept that point of view, but to know when and how you can be an effective influencer

4. Develop leadership for change among the people you are working with and the people you are serving—be an organizer who can infuse a feeling of common identity and purpose

5. Be sensitive to the fact that you alone do not have the full range of skills to bring change about—form alliances with process helpers and linkers—teamwork, collaboration and utilization of both inside and outside resources are important aspects of change planning

6. Cultivate a sense of timing and act strategically; you may have to wait for the opportune moment

7. Most people have difficulty in asking for help and in giving help—that's why people with skills in communicating and relationship building are important change agents

8. Be a network builder—each link established adds to the capacity for reaching out and pulling in relevant others to work collaboratively on problems

9. Be persistent—build your own "expert" power, and look for allies and potential allies who can help create a "ripple" effect

10. Be prepared to let others share the credit

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How Can I Possibly Do All the Work I Have to Do?

Exercise 2

Purpose: To consider information on the roles of program manager and change agent in order to gain an awareness of ways to facilitate carrying out the functions of your job.

Directions: Read the *Background Information* on the preceding pages after having glanced over the questions below. Consider your answers to the questions below as a means of relating this chapter to your own situation. Discussing these concepts with colleagues may yield additional insights.

1. What management skills do you already have? What management skills will you need process helpers for?

2. What skills do you have that will help you be a change agent? Which style of change agent would you feel comfortable being?

3. What factors enable people to accept and participate in the change process?

4. What are the "access points" in your state education agency system?

CHAPTER III

HOW DO I DEAL WITH THE MANDATED FUNCTIONS OF MY POSITION?

The ten functions specifically assigned to you in the Final Regulations implementing Title II—Vocational Education of Public Law 94-492 (The Education Amendments of 1976) need not be completed by you alone but you must understand their operation and implications. The fact that each state has different needs and interests will create variations in the way each of the ten functions is implemented. Each of you must consider the situation in your state as the material for each function is covered.

Function (a):	Take action necessary to create awareness of programs and activities in vocational education designed to reduce sex bias and sex stereotyping in all vocational education programs, including assisting the State board in publicizing the public hearings on the State plan.

Objective: To become aware of the broad range of possible strategies for increasing awareness of sex fair vocational education programs and activities in order to gain skill in creating awareness of programs and activities designed to reduce sex bias and sex stereotyping in all vocational education programs.

Background Information

Recently a number of projects have been conducted which focused on reducing sex bias and sex stereotyping:

- The Career Exploration Project of the Emily Taylor Resource and Career Center for Women at the University of Kansas was designed to develop and field test materials and activities which would encourage outstanding high school senior women to pursue those science-related careers seldom pursued by women.

- The New England Project on Expanding the Career Options of Women of the Federation of Organizations for Professional Women at Wellesley College brought a diverse group of people together to formulate action programs, examine factors that limit women's career paths, and discover strategies to broaden the life choices of women.

- The New Occupational Student: The Mature Adult Woman (NOSMAW) project of the Institute for Research and Development in Occupational Education at City University of New York recruited mature women for community college admission through a series of workshops designed to develop more positive self-concepts and to extend their awareness of available school and occupational options.

- The New Pioneers project was conducted as a statewide effort in North Carolina to overcome sex bias in vocational education and bring more students into nontraditional courses.

- Women in Vocational Education (known as Project EVE) was conducted at the Center for Human Resources at the University of Houston to develop a model program for Texas schools to eliminate the effects of past discrimination in the technical and industrial vocational programs.

- Women in Wisconsin Apprenticeships Project was funded by Manpower Administration to demonstrate ways in which obstacles to the employment and fuller utilization of women workers could be isolated, analyzed, and minimized.

You may want to provide information about these programs as well as efforts in your state.

If you were surprised to find out about some of the projects that have been conducted to help reduce sex bias and sex stereotyping, then you can readily imagine the value of raising the awareness of the community to the benefits from sex fair vocational education. Parents are perhaps the most important group to reach as they have direct and enormous effect on their children's choices of school courses and careers by the supportiveness provided or withheld. This concept figured prominently in the design of the Career Exploration Project for High School Senior Women. Another crucial group to influence is employers and unions, who hold the key to nontraditional job opportunities.

Beyond these groups there are several other components of the community to educate and involve in supportive activities. These include:

- Agencies such as Urban League, Girl Scouts, Boy Scouts, YMCA and YWCA

- Organizations such as Black Women's Coalition, Coalition of Labor Union Women, National Organization for Women, and the League of Women Voters

- Institutions, government facilities and corporate/private foundations

- Individuals who are doers, managers and leaders in the community

The possibilities are manifold for community outreach. On Project EVE, staff wanted to reach the entire Houston community with information concerning vocational training in nontraditional careers for women. They identified 50 major civic and religious community groups in the geographical area.

The sex equity movement in vocational education has been underway long enough so that success stories are becoming available. Use them wherever and whenever appropriate.

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How to Create Awareness

Exercise 3

Purpose: To brainstorm as many suggestions as possible as to how you in your job role can create awareness of programs and activities in vocational education designed to reduce sex bias and sex stereotyping in all vocational education programs.

Directions: Consider the specific audiences listed below in whom you want to create awareness of these programs and activities. Then jot down as many ideas aimed at each audience as you can on how you can create awareness of programs and activities in vocational education designed to reduce sex bias and sex stereotyping.

As you think of suggestions, remember the following basic principles of brainstorming:

- The purpose is to generate as many ideas as possible within a short amount of time.
- There will be no evaluation of ideas. Although an idea may appear to be impractical or unworkable, that idea may stimulate something which would be highly practical and workable.

You can add to this sheet some of the ideas in *Vocational Education Sex Equity Strategies* or some of those generated by colleagues that would be particularly relevant to you in your job situation. Then compare your list of suggestions to the list on page 23 compiled by sex equity coordinators who pilot tested these materials.

Parents:

Employers:

Teachers:

Administrators:

Students:

How to Create Awareness

Exercise 3a

The following list of suggestions resulted from a brainstorming exercise by sex equity coordinators who pilot tested these materials:

Parent's Awareness

PTOs/PTAs/PTSOs – inservice students, parents
Civic organizations
Parental involvement programs (infusion into existing programs)
Advisory councils
Education organizations interested in community awareness (workshops)
Women's groups – to educate educators
Parenting classes for students
Library displays
News media – feature stories, 5-minute clips, prime time news
Educational TV
Recruiting films – implant idea rather than red flag

Employer's Awareness

Advisory council
Affirmative Action Officers League (especially Career Day)
Inservice coop educators–how to be change agent
Job development for nontraditional students (placement stations)
Youth unemployment bill–CETA, manpower
Labor unions – apprenticeships

Teachers – How to Reach Them

Brochures
Newsletter
Movie (state-based)–men and women in nontraditional jobs
Inservice sessions (college/university too)
Speakers bureau (role models)
- Commission on the Status of Women
- Advisory council

"Blitz"–mobilize teachers/counselors to personally contact employers, personnel managers
Teacher's behavior sheet (self-assessment)
Identify opinion leaders (may not be policy makers)
Offering class for credit
Develop competency-based curriculum for teacher education

Function (b): Gather, analyze, and disseminate data on the status of men and women students and employees in vocational education programs of the State.

Objective: To become familiar with possible sources of information needed to carry out this function in order to gain knowledge for managing the function of gathering, analyzing, and disseminating data on the status of men and women students and employees in the vocational education programs of that State.

Background Information

Often employees in one section of a state education agency are not fully aware of the data available through other sections of the agency. In your position of state sex equity coordinator, it may be necessary to do an extensive investigative job just to identify currently existing sources of the information you are required to provide by this function. According to the Final Regulation, you will need to provide information on the status of men and women students (secondary, postsecondary and adult) in the following categories: enrolled in each program according to USOE code; enrolled in work-study programs; enrolled in cooperative vocational education programs; and enrolled in apprenticeships programs. Additionally, you will need to provide information on the placement of men and women students who have successfully completed vocational education programs. The Final Regulation does not specify how the information on the status of men and women employees is to be provided.

The establishment of new data collection systems was well underway in 1978. You can "plug into" the new state and Federal systems as they are being developed. The systems you will want to learn about are the Vocational Education Data System (VEDS) and the State Occupational Information Coordinating Committee (SOICC).

The VEDS system is to provide information on vocational students (including information on their race and sex); vocational programs; vocational program completers and leavers; vocational staff; vocational facilities; and vocational expenditures. Feasibility studies, completed in March 1978, were conducted on the education impact component (students, completers and leavers, follow-up and employer follow-up) by Minnesota, Pennsylvania, and Colorado. The feasibility studies for the staff component were conducted by Texas, Illinois, and Colorado. The Finance and Facilities feasibility studies were conducted by Utah, California, and Oklahoma. Because the system is at the feasibility stage, it is important that the need for information be stressed in order to reach the goal of overcoming sex bias, sex stereotyping, and sex discrimination in vocational education. It may be that people will think it is too expensive to collect all of the data by sex. However, the data are needed for you and all of the people who are working for sex fairness in vocational education.

Each state was required to establish a State Occupational Information Coordinating Committee (SOICC) by September 30, 1977. The duties of the SOICC are to implement an occupational information system in the state which will meet the common needs in the planning for, and operation of, vocational education programs and Comprehensive Employment Training Act (CETA) programs, under the direction of the National Occupational Information Coordinating Committee (NOICC).

Additionally, the national study of vocational education scheduled for March 1979 completion by the American Institute of Research (AIR), Palo Alto, California, for the U.S. Office of Education will be providing evaluation instruments that the states may be able to use.

Gather, Analyze, and Disseminate Data

Exercise 4

Purpose: To list the possible sources of information needed to carry out this function.

Directions: Use the following sample report outline to list the possible sources of information in your state.

Possible Sources of Information

I. Introduction

II. Status of Men and Women Students

A. Current status of men and women students—secondary level

1. Enrolled in each program according to USOE code _____
2. Enrolled in work-study programs _____
3. Enrolled in cooperative vocational education programs _____
4. Enrolled in apprenticeship programs _____

B. Current status of placement of men and women students who have successfully completed secondary vocational education programs _____

C. Current status of men and women students—postsecondary and adult level

1. Enrolled in each program according to USOE code _____
2. Enrolled in work-study program _____
3. Enrolled in cooperative vocational education programs _____
4. Enrolled in apprenticeship programs _____

D. Current status of placement of men and women students who have successfully completed secondary and adult vocational education programs _____

III. Progress from Previous Years' Status _____

IV. Status of men and women employees

A. Secondary level

1. Administrators _____

	Possible Sources of Information
2. Instructional personnel	
3. Counselors	
4. Paraprofessional and support employees	
B. Postsecondary and adult level	
1. Administrators	
2. Instructional personnel	
3. Counselors	
4. Paraprofessional and support employees	
C. State level employees (categories as defined in your state's system)	
V. Progress from previous years' status	
VI. Conclusions and recommendations	

Function (c):	Develop and support actions to correct problems brought to the attention of this personnel, including awareness of the Title IX complaint process.

Objective: To become familiar with a range of possible support actions in order to gain knowledge in developing and supporting actions to correct problems.

Background Information

The Regulation covering Title IX requires education agencies and institutions to develop grievance procedures for the local handling of complaints of discrimination. You should be able to learn about the procedure adopted by your state agency through the Title IX Coordinator for your agency. The Title IX Coordinator will also have information on the grievance procedures developed by the schools in your state. In addition to the local grievance procedure, complaints may be filed directly with: The Office for Civil Rights, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201 or a regional Office for Civil Rights, U.S. Department of HEW.

The kinds of actions you will be able to develop and support depend, of course, on the specific problems in your state which are identified to you. Inservice awareness activities can often be useful. Encourage local personnel to analyze their own programs for strengths and weaknesses and provide recommendations to you. The information in this training package and the accompanying package, *Vocational Education Sex Equity Strategies,* will provide you with a wide range of strategies and techniques for responding to the problems in your state brought to your attention.

Develop Support Actions to Correct Problems

Exercise 5

Directions: Assume you are the sex equity person from the State of Stanton and you have just received the data on the next page from schools in your state. Examine the data and answer the following questions.*

1. Can you observe changes toward sex equity in vocational education?
   Where?

2. Do you identify any problems?
   Where?

3. How would you begin to seek the cause of these problems?

Directions: Assume that you have found the causes of the problems observed from the data on the next page were:

1. When checking with the school that had lost male enrollment in clothing and textiles, it was discovered that the text was sex biased. What are your recommendations?

2. In the first Agriculture I course listed, it was discovered that the brochures for Agriculture showed only males. What would you recommend?

3. The school that lost the female students in Drafting Introduction had hired a new counselor who believed the course should be for boys. What would you recommend?

4. The school that showed no increase in the number of young men in Health Occupations discovered the interest inventory used in their school was sex biased in the attribution of interests for various occupations. What would you recommend?

---

*Turn to page 30 to check your answers.

Sample Data from State of Stanton

Course	2 Years Ago		1 Year Ago		This Year	
	Male	Female	Male	Female	Male	Female
Business Office Occupation		17	1	13	3	10
Level I Foods		103	1	105	4	99
Introduction to H.E.		113	6	115	8	118
Housing		21	2	18	4	16
Clothing and Textiles	1	15		15		15
ORAE	39	14	47	8	45	10
Horticulture	12	14	7	13	8	16
Horticulture	14		22	5	24	8
Horticulture			35	15	35	20
Ornamental Horticulture	19		18	10	18	15
Agriculture I	17		13	2	15	0
Agriculture I	45		36	9	36	11
Agriculture Conservation	12		9	1	10	4
Industrial Arts	78		77	1	71	4
Drafting Introduction	36		31	3	27	0
Drafting Basic II	12		9	1	9	4
Welding I	38		37	2	35	4
Automechanics	40		36	5	31	9
Carpentry	35	3	36	1	37	0
Health Occupations	2	26		28		28

Develop Support Actions to Correct Problems

Exercise 5a

1. More males in business and office in second and third years
   Addition of males in Introduction to Home Economics in second and third years
   Increasing enrollments of females in horticulture
   Increasing enrollments of females in Agriculture, Drafting Basic II and Auto Mechanics

2. Lost male in clothing and textiles in Clothing and Textiles
   Lost females in one Agriculture I class in this year
   Lost females in Drafting Introduction in this year
   No males in Health Occupations in second and third year

3. Check with school, discuss situation with students, counselors, and teachers

1. Recommendations for strategies for use of biased materials are included in Vocational Education Sex Equity Strategies, Chapter V.

2. Recommend brochures be updated to include pictures of females in Agriculture—check language of brochure and make sure it is sex fair.

3. Provide in-service experience for counselor, give counselor current information on women in the work force and women in nontraditional occupations, encourage counselor to set aside personal values when assisting students.

4. Discontinue use of biased inventory. Use guidelines for selecting and using sex fair interest inventories (Vocational Education Sex Equity Strategies, Chapter V).

Function (d): Review the distribution of grants and contracts by the State board to assure that the interests and needs of women are addressed in all projects assisted under this Act.

Objective: To understand sex fair criteria in order to gain skill in reviewing the distribution of grants and contracts by the State board to assure that the interests and needs of women are addressed in all projects assisted under this Act.

Background Information

In addition to providing a review form to prospective proposers so that they will know the criteria you will be using to review proposals in terms of overcoming sex bias, sex stereotyping, and sex discrimination, you may want to think about ways that you can keep the local schools and other eligible recipients informed about the kinds of projects that would help reduce sex stereotyping. Additionally, it may be possible to provide guidance to grant proposal writers through some mechanism already in place in your state system, such as the inservice training mechanism. Your posture as state sex equity coordinator in relation to other SEA personnel, especially where this function is concerned, will depend largely on how your SEA is organized.

To assure that the needs and interests of women are addressed in all projects assisted through the 1976 legislation, the state sex equity coordinator is to review all grants and contracts for sex fairness. In addition to considering the amount of money being spent for the project, the numbers of students involved, and the number of grants and contracts dealing specifically with the needs and interests of women, you will most probably have concerns and needs of special importance to your particular state. These all need to be weighed in the decision-making process. The sample review form in Exercise 6, which follows, includes many of the important criteria to apply before making recommendations.

Review Distribution of Grants and Contracts

Exercise 6

Purpose: To apply sex fair criteria to simulated project abstracts in order to gain skill in reviewing the distribution of grants and contracts.

Directions: Assume that you are the sex equity person from the State of Stanton. Read through the proposed project abstracts on the following pages and for each item mark the appropriate column.*

	ABSTRACT 1		ABSTRACT 2		ABSTRACT 3		ABSTRACT 4		ABSTRACT 5		ABSTRACT 6	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
1. Agency policy regarding sex bias, stereotyping and discrimination is referred to as it applies to this proposal												
2. The project description uses neutral language, avoids stereotyped and biased references												
3. Project objectives are free of sex bias, stereotyping or discrimination												
4. Program design indicates a. Availability to females and males												
b. Evidence of special services to ensure equal access to the program												

*Turn to page 38 to check your answers.

	ABSTRACT 1		ABSTRACT 2		ABSTRACT 3		ABSTRACT 4		ABSTRACT 5		ABSTRACT 6	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
c. Activities that are not restrictive based on sex												
d. Evidence of support services to overcome the results of previous discriminatory programming												
5. The evaluation plan provides for												
a. Collection of data to substantiate the elimination of sex bias and stereotyping												
b. Examining the program for evidence of eliminating sexism												
6. This is a specific proposal designed to overcome sex bias and stereotyping in the following manner:												
a. Adjust occupational programs, curriculum and/or guidance and counseling												
b. Prepare students for non-traditional jobs												
c. Meet special needs of women												
d. Provide inservice training for staff												
e. Other (Identify)												

Please use this space to respond to (e.) Other (Identify)

Source: New York State Division of Occupational and Continuing Education, State Education Department.

Additional areas of concern you may want to consider adding to checklist are:

1. Is staffing of project sex fair (considering available persons in area proposed)?

2. Has proposer done previous work in the area?

3. Is proposed project for new and emerging occupation, not yet sex stereotyped?

Proposed Project Abstracts

1. An Analysis of the Factors Which Influence Students in the Selection of Vocational Courses in North High Schools.

   Principal Investigator: Smith, Ashley
   Proposing Institution: North Vocational Cooperative Board
   Project Duration: 18 months

   Summary of the Project:

   This project proposes to analyze the factors which influence students in the selection of vocational courses in North High Schools. The target population is primarily French-speaking American individuals who reside in an economically depressed agricultural areas. Currently enrolled high school students and graduates will be surveyed. Specific objectives are to (1) identify the critical factors influencing student choices of vocational and nonvocational programs; (2) identify the critical factors in student attitudes which stereotype courses as programs for girls or programs for boys; and (3) identify the critical factors which influence disadvantaged students in their choice of courses. Educational personnel will be contacted to determine what methods and techniques they consider to be important in facilitating career training decisions. A questionnaire will be devised to ascertain (1) the effect of sociodemographic characteristics; (2) educational experiences; and (3) educational personnel and other persons playing a part in the decision-making process. Results of the two respondent groups will be compared, and random follow-up interviews will be conducted to validate the responses.

2. Design of Job Entry Programs in a Community College/Technical Institute for Women in a Rural Area Becoming Industrialized

   Principal Investigator: Brown, Amelia
   Proposing Institution: West Technical Institute
   Project Duration: 4 months

   Summary of the Project:

   The main objective of the project is to design recruitment, counseling, educational, and training programs which a community college/technical institute can offer to provide women job market entry and upward mobility. The project will be aimed at filling these needs for women in a rural area becoming industrialized. Specific educational and training needs, as well as special recruiting and counseling efforts necessary to encourage female entry into these programs, will be identified by surveying an appropriate cross-section sample. The information obtained will provide the basis for a long-range plan for extension courses, curricula, counseling, recruitment, and special programs. The project's success will be measured by the subsequent increase in female enrollment and successful completion of already existing curricula as well as programs for adult basic education.

3. Development of Procedures for Expansion of Young Farmer Program in Vocational Agriculture

   Principal Investigator: Adams, Richard
   Proposing Institution: Stanton State University, Department of Agricultural Education
   Project Duration: 6 months

Summary of Project:

The purpose of the program is to devise basic recommendations and guidelines for maintenance of existing programs and expansion of young farmer programs across Stanton. Specific objectives are to (1) identify and further develop selected operational procedures and recommendations for maintenance and the expansion of young farmer programs in Stanton; (2) assist beginning teachers of vocational agriculture through the organizational operation and maintenance phases of servicing local young farmer programs; and (3) disseminate these developed procedures and techniques among the 454 vocational agriculture teachers in Stanton. Seventy experienced vocational agriculture teachers will be selected to identify specific areas and concerns to be investigated. Beginning teachers expressing interest in, or who have inherited, a young farmer program, or who are in the process of organizing young farmer programs, will also be invited to participate in the project. Participating teachers will attend a four or five-day workshop to report findings and make recommendations for basic operational procedures to be implemented into local programs.

4. Home Economics Career Exploration Program

Principal Investigator: Rock, Eleanor S.; Summers, Jane B.
Proposing Institution: Granite School District
Project Duration: 12 months

Summary of Project:

The purpose of the project is to develop a new approach to individualized activity-centered instruction for Consumer and Home Economics Exploration for seventh grade students. Selected teachers will participate in a six-week summer workshop to develop career education modules. Pre-performance and post-performance forms for student-teacher-interaction will be developed and individualized instruction activities will be designed. The career exploration program may be used at level one entry in grades 7-12 and adult programs.

5. The Passive Solar Greenhouse Horticulture Program

Principal Investigator: King, Kenneth D.
Proposing Institution: Stanton Vocational Region 10
Project Duration: 5 months

Summary of Project:

The purpose of this project is to plan and build a passive solar energy greenhouse as part of an ongoing vocational horticulture program. Specific objectives are to (1) develop and field test an instructional unit which teaches basic solar energy concepts as they apply to greenhouses; (2) develop and field test a four-session adult education program in solar greenhouse construction; and (3) conduct a two-day workshop on solar greenhouses for State vocational agriculture/horticulture instructors. Stanton Region Ten will contract with the Stanton Audubon Society to provide technical assistance in designing a student-built passive solar energy greenhouse as well as a related instructional unit. The greenhouse will be constructed and the unit field tested. These materials will be the basis for the development of a related adult education program as well as a workshop. The knowledge and experience gained will be disseminated by the the teacher workshop in May, media coverage, and a final report which will be submitted to appropriate State agencies.

6. Sex Stereotyping: Analysis of Students Enrolled in Vocational Programs

Principal Investigator: Kennedy, J. R.
Proposing Institution: Cady Research Foundation
Project Duration: 12 months

Summary of Project:

This study will identify the extent and nature of sex bias in Stanton Vocational Education programs and investigate the problem in relation to selected factors such as scholastic ability, academic achievement, vocational maturity, and home influences. An additional objective is to develop guidelines for communication relating to vocational instructional programs directed toward compliance with federal regulations of Title IX legislation. The population will consist of all male and female students in area vocational centers that have three or more vocational service areas. The random sample will consist of 50 males and 50 females representative of enrollment by sex in programs in which 75 percent of the enrollment is a predominate sex. Data will be collected from instruments developed to identify factors contributing to career choice, the Differential Aptitude Test (DAT) and the Crites Vocational Maturity Inventory of Work Attitudes. Data will be coded, tabulated, and placed on computer cards. Frequency counts, percentages, and descriptive statistics will constitute a portion of the statistical profile.

Review Distribution of Grants and Contracts

Exercise 6A

		Abstract 1	Abstract 2	Abstract 3	Abstract 4	Abstract 5	Abstract 6
1.		no	no	no	no	no	no
2.		yes	yes	yes	yes	yes	yes
3.		yes	yes	yes	yes	yes	yes
4.	a.	yes	no	no	no	no	yes
	b.	no	yes	no	no	no	yes
	c.	yes	no	no	no	no	yes
	d.	no	yes	no	no	no	no
5.	a.	yes	yes	no	no	no	yes
	b.	no	yes	no	no	no	yes
6.	a.	no	yes	no	no	no	no
	b.	no	yes	no	no	yes	no
	c.	no	yes	no	no	no	no
	d.	no	no	no	yes	no	no

Function (e):	Review all vocational education programs (including work-study programs, cooperative vocational education programs, apprenticeship programs, and the placement of students who have successfully completed vocational education programs) in the State for sex bias.

Objective: To understand sex fair criteria in order to gain skill in reviewing all vocational education programs in the State for sex bias.

Background Information

The ease with which this function, reviewing all vocational education programs in the State for sex bias, can be accomplished will depend very much on the kinds of information required from the local educational agencies and other eligible vocational education institutions. If the eligible recipients are required to provide adequate information in the plans they submit, your review task is very much simplified. New York state has suggested that the following items should be addressed in the local plans submitted to the state:

Establish goals that promote equal opportunities for all students at both secondary and adult levels.

Appoint a representative number of women to serve on all policy-making committees and advisory boards.

Promote the certification and hiring of professional women in administrative and supervisory positions.

Recruit women and men for nontraditional teaching positions to provide a positive role model for students.

Provide in-service training for all staff to identify and eliminate sex bias attitudes and practices.

Analyze existing and/or prepare a new curriculum, resources and recruiting materials that are non-sexist and show the accomplishments and contributions of men and women in various roles.

Ensure that funds are allocated for programs, activities, services, facilities and equipment equally for females and males.

Ensure that local advisory councils develop criteria for evaluating programs and procedures that encourage the elimination of sex bias, stereotyping and discrimination.

Encourage the participation of both females and males in all occupational youth organizations and promote the inclusion of activities to overcome sex bias.

Provide flexible registration and enrollment practices to encourage students to participate in nontraditional courses.

Provide occupational training programs, counseling, special services and job placement for teenage parents and women returning to the labor market as a result of economic need,

changed marital status, women who are seeking jobs in nontraditional areas, single heads of households, homemakers who work part-time and now desire full-time employment.

Communicate with business and industry, professional organizations and other interested groups in relation to eliminating sex bias and increasing opportunities for women and men in nontraditional careers.

You may think of additional items that you wish to include in the implementation of the planning procedure for eligible recipients. The ones listed above are suggestions, not limitations.

References for Further Reading

Office of Occupational and Continuing Education. *Guide for Reviewing Occupational Education Programs to Ensure the Elimination of Sex Bias, Sex Stereotyping and Sex Discrimination.* Albany, New York: Office of Occupational and Continuing Education, State Education Department, undated.

Review All Vocational Education Programs in the State for Sex Bias

Exercise 7

Purpose: To apply sex fair criteria to a simulated vocational education program plan in order to gain skill in reviewing all vocational education programs in the State for sex bias.

Directions: Review the Trade and Industrial Education Plan on the following pages. Use the checklist below for the review by recording the code numbers of strategies that apply. Discuss your answers with colleagues.*

	YES	NO
I. Program Organization and Administration		
a. Policy and guidelines regarding the elimination of sex bias, sex stereotyping and sex discrimination in occupational education are in writing	____	____
b. Policy and guidelines disseminated to staff with implications in performing job responsibilities	____	____
c. Policies and guidelines disseminated to students, parents and general public	____	____
d. Each occupational education course is available to both females and males	____	____
e. The local Advisory Council includes a representative number of women and men who are sensitive to the needs of all students regardless of sex	____	____
II. Staffing and Staff Development		
a. Staff participate in staff development activities such as workshops, inservice programs and conferences to assist them in identifying and correcting sex bias, stereotyping and discrimination	____	____
b. Sex fair certification and hiring of qualified personnel for Administrative and Supervisory positions regardless of sex is promoted	____	____
III. Instruction		
a. All instructional activities are designed to be free of sex bias, stereotyping and discrimination	____	____
b. Both females and males are involved in each occupational youth organization. Activities are conducted that focus on overcoming sex bias and stereotyping	____	____

*Turn to page 47 to check your answers.

	YES	NO
c. Curriculum is free of sexism	____	____
d. Cooperative work experience and/or work study is not assigned on the basis of sex	____	____
IV. Guidance and Counseling		
a. Appropriate guidance and counseling is provided to students to encourage them to consider all programs of study, and make choices based on interest and talents rather than on their sex	____	____
b. The vocational inventory tests used are free of sex stereotypes, and are the same for females and males	____	____
c. Special services in occupational training programs and job placement are available to meet the needs of women returning to the labor market as a result of economic need, changed marital status; single heads of households; women seeking jobs in non-traditional areas; homemakers who work part-time and now desire full-time employment	____	____
V. Program Evaluation		
a. The local occupational education Advisory Council has developed criteria to assist in evaluating programs and procedures for the elimination of sex bias, sex stereotyping and sex discrimination	____	____
b. Classroom visitations with follow-up conferences are scheduled to assure that instructional activities are non-sexist	____	____
c. Periodic review is conducted to assure that courses are planned in relation to employment needs and placement regardless of sex	____	____
VI. Physical Facilities		
Facilities, equipment, furnishings and supplies do not reflect discriminatory practices based on sex	____	____
VII. Relationship—Public and Professional		
a. Staff cooperates with guidance personnel in encouraging students to explore all career opportunities without regard to sex	____	____
b. Staff maintains contact with employers to sensitize them to sex bias and stereotyping in hiring practices	____	____

Summary

Comments:

Recommendations:

Adapted from: *Guide for Reviewing Occupational Education Programs to Ensure the Elimination of Sex Bias, Sex Stereotyping and Sex Discrimination*, Office of Occupational and Continuing Education, the State Education Department, Albany, New York.

Trade and Industrial Education

Continuing Objective: To provide each student in the secondary school system the opportunity to enter Trade and Industrial Education Programs.

Specific Objectives	Strategies	Evaluation
1. To increase the percentage of females in Trade and Industrial Education programs each year	1.1. Provide each teacher and local director with the requirements and specifics of Educational Amendments of 1976.	Check enrollment data and percentages yearly to determine increases.
	1.2. Request T & I teachers to work with guidance counselors and encourage them to explore career opportunities in Trade and Industrial Education programs with female students.	
	1.3. Provide success stories about new sex-fair programs to teachers and local directors.	
	1.4. Provide materials and suggestions to be used in in-service workshops and recruitment programs.	
	1.5. T & I Consultants have been requested to inform local directors as to teachers they observe as being reluctant to having females in their traditionally male-oriented programs. The local director should then determine the necessity for an inservice workshop.	Check Staff Minutes
	1.6. T & I Consultants have been requested to provide alternative solutions to potential problem areas LEA's may face in implementing this concept. Also the alternatives have been made available to to the consultant.	Check Staff Minutes
	1.7. T & I Consultants have been requested to schedule their work in order to visit with specific LEA's designated as research units.	Check Memo

Specific Objectives	Strategies	Evaluation
2. By the end of the next school year all T & I teachers will be informed relative to Sex Fairness in Vocational Education	2.1. All T & I teachers will be mailed materials relative to Educational Amendments of 1976.	Check packets mailed to teachers.
	2.2. All T & I teachers will be evaluated by the next school year.	Check evaluation instruments.
	2.3. Packets mailed to T & I teachers will include materials about sex fairness in vocational education.	Check packets.
	2.4. VICA newspaper will include any information, development and success stories about sex fairness in vocational education.	Check newspaper for articles, etc.
	2.5. All workshops and conferences planned by the T & I staff will include time for the sex fairness in vocational education programs.	
3. Youth organization recruitment efforts will increase during the next school year for increasing the number of females in the programs.	3.1. VICA club officers will be encouraged to recruit more females into Trade and Industrial Education programs at all conferences and workshops. Time will be made available to discuss sex fairness in vocational education program at each meeting.	Check agenda for VICA meeting
	3.2. Any approaches developed for recruitment purposes to be used by students will be distributed at conferences and workshops.	
	3.3. All VICA materials such as Club Charters, Contests, etc., will be scrutinized to eliminate sex bias.	Check rules for trade contests.
4. All printed materials in Trade and Industrial Education will be reviewed to eliminate sex bias.	4.1. All T & I brochures and printed materials developed in the future will illustrate and specify both sexes.	
	4.2. All vendors publishing materials for Trade and Industrial Education will be encouraged to eliminate sex bias.	

Specific Objectives	Strategies	Evaluations
	4.3. Course descriptions in Trade and Industrial Education will be rewritten to include terminology appropriate to both sexes. This project should be completed by January 15 of the next year.	
	4.4. Curriculums developed in Trade and Industrial Education in the future will include terminology appropriate to both sexes.	
	4.5. Articles could be written for publication in Trade magazines and journals where females have been successful in traditional male occupations.	
	4.6. Teacher educators will be encouraged to recruit more females into their programs to become instructors in Trade and Industrial Education. Hopefully, at least one female instructor can be employed in a specific trade area during the next school year.	
	4.7. Administrators will be encouraged to design facilities, provide laboratories and shops, equipment, safety equipment and bathrooms appropriate to both sexes.	
5. Advisory Committee and Industrial Associations will be informed about sex fairness in vocational education.	5.1. The Trade and Industrial Education Advisory Committee will be kept informed as to the sex fairness in vocational education program and any new developments. The same will be true for any industrial associations connected to Trade and Industrial Education. These organizations will be apprized at their monthly meetings as to any new developments.	Check minutes of meetings.
	5.2. Trade and Industrial Education Consultants and Teachers will be requested to encourage advisory committee members and industrial association members to employ females in traditional male occupations at scheduled and unscheduled meetings during the year.	

Review All Vocational Education Programs in the State for Sex Bias

Exercise 7a

Letters for the review criteria are listed below with the code numbers of strategies in the T & I plan where the criteria have been addressed.

I. Program Organization and Administration

a – 2.3 b – 2.1 c – no d – 1.5 e – no

II. Staffing and Staff Development

a – 1.5 b – 4.6

III. Instruction

a – 2.2 b – 3.1 c – 4.4 d – no

IV. Guidance and Counseling

a – 1.2 b – no c – no

V. Program Evaluation

a – no b – 1.5 c – no

VI. Physical Facilities

4.7

VII. Relationships–Public and Professional

a – 1.2 b – 5.2

Recommendations:

1. Disseminate policies and guidelines to students, parents and general public.
2. Insure equal number of women and men in Advisory Council who are sensitive to needs of women.
3. Assign cooperative work experience and/or work study regardless of sex.
4. Check interest inventory for sex fairness.
5. Introduce support services.
6. Assist local advisory council in establishing evaluation criteria for sex fairness.
7. Review courses periodically to see that employment needs are met by courses.

Review All Vocational Education Programs in the State for Sex Bias

Exercise 8

Find the answers to these questions to help plan the review of all vocational education programs for sex bias.

1. How can the review of programs for sex bias be coordinated with the review of all programs required of the State board?

2. How can the review of programs for sex bias be coordinated with the review of programs required of the State Advisory Council?

3. Who are the people in your state that can provide the most help in setting up the procedure for reviewing programs for sex bias?
   (List by name and job title.)

   a. Programs by USOE code

   b. Work-study programs

   c. Cooperative vocational education programs

   d. Apprenticeship programs

   e. Placement programs

Function (f): Monitor the implementation of laws prohibiting sex discrimination in all hiring, firing and promotion procedures within the State relating to vocational education.

Objective: To become familiar with employment legislation in order to gain awareness of the provisions relating to sex discrimination.

Background Information

It is essential that you become familiar with employment legislation in order to monitor the implementation of laws prohibiting sex discrimination in all hiring, firing and promotion procedures within the State relating to vocational education. The situation in your state will determine how active your monitoring role can be. You will need to know the positions of teachers organizations and unions in this area. Additionally, you will need to be in touch with the Affirmative Action Officer in your agency to know what is already available in your state. The following information is provided to give you a general background in the employment laws pertaining to sex discrimination.

Implications of the Legislation

(Adapted from *Identifying Discrimination: A Review of Federal Antidiscimination Laws and Selected Case Examples* by Shirley McCune and Martha Matthews.)

Since the Supreme Court's 1954 decision regarding *Brown vs. The Board of Education,* Federal and State legislation and case law have spelled out different forms of discrimination in education and clarified the rights of students and employers. Discrimination by race, color, national origin, English language proficiency, or sex have been addressed with implications for educational programs, policies and practices.

A chart is provided on the next page for a convenient reference for distinguishing the provisions of all of the Federal antidiscrimination laws. It begins with Title VI of the Civil Rights Act, which although dealing only with race, precipitated similar legislation outlawing sex discrimination.

Four Federal laws and a Federal executive order, comprise the major anti-sex discrimination requirements which are relevant to vocational education. Here is a synopsis of this legislation:

Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972

Title VII of the Civil Rights Act prohibits discrimination in employment on the basis of race, color, religion, national origin, or sex. All institutions or agencies with fifteen or more employees—including State and local governments and labor organizations—are covered under the amended Act. Title VII prohibits discriminatory practices in all terms and conditions of employment, including:

- recruitment, selection, assignment, transfer, layoff, discharge, and recall
- opportunities for promotion
- in-service training or development opportunities
- wages and salaries
- sick leave time and pay
- vacation time and pay

Federal Laws and Regulations Concerning Sex and Race Discrimination*

	TITLE VI OF THE CIVIL RIGHTS ACT OF 1964	TITLE VII OF THE CIVIL RIGHTS ACT OF 1964 as amended by the Equal Employment Opportunity Act of 1972	EXECUTIVE ORDER 11246 as amended by 11375	EQUAL PAY ACT as amended by the Education Amendments of 1972	TITLE IX OF THE EDUCATION AMENDMENTS OF 1972
Coverage	All agencies and institutions receiving Federal assistance.	All employers with fifteen or more employees, employment agencies, and labor organizations.	All organizations holding Federal contracts or subcontracts of $10,000 or more. NOTE: All organizations, agencies, and institutions holding Federal contracts or subcontracts of $50,000 or more are further covered by the Order's requirement for development of a written affirmative action program.	All employers.	All education agencies and institutions receiving Federal assistance.
Prohibitions	Discrimination against students on the basis of race, color, or national origin, including: denial or differential provision of any aid, benefits, or services; segregation or separate treatment relating to the receipt of services, financial aid, or other benefits.	Discrimination against employees on the basis of race, color, religion, sex, or national origin (including hiring, upgrading, promotion, salaries, fringe benefits, training, and all other terms and conditions of employment).	Discrimination against employees on the basis of race, color, religion, sex, or national origin (including hiring, upgrading, promotion, salaries, fringe benefits, training, and all other conditions of employment).	Discrimination against employees on the basis of sex in the payment of wages, including fringe benefits.	Discrimination against students and employees on the basis of sex, including: • admissions and recruitment of students (with some exceptions); • denial or differential provision of any aid, benefits, or services in any academic, extracurricular, research, occupational training, or other education program or activity; • any term, condition, or privilege of employment (including hiring, upgrading, promotion, salaries, fringe benefits, and training); • financial aid or other benefits.
Complaint Procedures	Charges may be filed by individuals on their own behalf and/or by organizations authorized to act on behalf of an aggrieved individual(s). The complaint may be filed with the national or regional Office for Civil Rights (OCR), Department of Health, Education, and Welfare (HEW) within 180 days of the alleged violation.	Charges may be filed by individuals on their own behalf and/or by organizations authorized to act on behalf of an aggrieved employee(s) or applicant(s) for employment. The charge must be made in writing and filed under oath with the district office of the EEOC or a recognized State or local deferral agency within 180 days of the alleged violation.	Charges may be filed by individuals on their own behalf and/or by organizations authorized to act on behalf of an aggrieved employee(s) or applicant(s) for employment. The written complaint may be filed with the national or regional Office of Federal Contract Compliance Programs (OFCCP), Department of Labor, or the Office for Civil Rights (OCR), Department of Health, Education, and Welfare (HEW) within 180 days of the alleged violation.	Charges may be filed by individuals on their own behalf and/or by organizations authorized to act on behalf of aggrieved individuals. They may be filed by letter, telephone call, or in person to the nearest office of the Wage and Hour Division of the U.S. Department of Labor. There is no official time limit for filing complaints, but recovery of back pay is limited to 2 years for a non-willful violation and 3 years for a willful violation.	Charges may be filed by individuals and/or by organizations authorized to act on behalf of aggrieved individual(s). The complaint may be filed with the national or regional Office for Civil Rights (OCR), Department of Health, Education, and Welfare (HEW) within 180 days of the alleged violation.
Enforcement	If attempts to secure voluntary compliance fail, OCR may institute administrative proceedings which may result in suspension or termination of Federal assistance and the denial of future awards, or OCR may refer the case to the Department of Justice with a recommendation for court action to compel compliance without jeopardizing Federal assistance. OCR may also delay final action on application for new Federal assistance upon instituting administrative proceedings.	If attempts at voluntary settlement fail, EEOC or the U.S. Attorney General may file suit. Aggrieved individuals may also file suit after obtaining a "right to sue" letter from EEOC. Courts may enjoin the employer, labor organization, or other covered organization from engaging in unlawful acts, order appropriate affirmative or remedial action, reinstate employees, and award back pay and/or attorney's fees.	If attempts to secure voluntary compliance fail, OCR may institute administrative proceedings to suspend or terminate Federal contracts and to bar future contracts. OCR may also delay new contracts while it is seeking voluntary compliance.	If attempts to secure voluntary compliance fail, the Secretary of Labor may file suit. Aggrieved individuals may also file suit when the Secretary has not done so. Courts may enjoin the employer from engaging in unlawful acts, order salary raises and back pay, and assess interest.	If attempts to secure voluntary compliance fail, OCR may institute administrative proceedings which may result in suspension or termination of Federal assistance and the denial of future awards or OCR may refer the case to the Department of Justice with a recommendation for court action to compel compliance without jeopardizing Federal assistance. OCR may also delay final action on application for new Federal assistance upon instituting administrative proceedings.
Confidentiality and Protection of Anonymity	Although the identity of the complainant is kept confidential if possible, it is sometimes impossible to investigate a complaint without the identity of the complainant becoming known. If court action becomes necessary, the identity of a complainant is likely to become a matter of public record.	Charges or related information are not made public by EEOC. If an aggrieved person files a charge personally, the name is divulged to the organization against whom charges have been filed. If an organization files on behalf of any individual, only the name of the organization is divulged. EEOC charges or information may be made available to the charging party. If court action becomes necessary, the identities of the parties become a matter of public record.	The identity of a complainant is kept confidential, if possible. It is sometimes impossible, however, to investigate a complaint without the complainant's identity becoming known.	The identities of a complainant and an employer (and labor organization, if involved) are kept in strict confidence. If court action becomes necessary, the identities of the parties become a matter of public record.	Although the identity of the complainant is kept confidential if possible, it is sometimes impossible to investigate a complaint without the identity of the complainant becoming known. If court action becomes necessary, the identity of a complainant is likely to become a matter of public record.
Harassment/Retaliation	Covered agencies and institutions are prohibited from discharging or discriminating against any employee, employee applicant, student, or student applicant because he/she has made a complaint, assisted with an investigation, or instituted proceedings.	Covered agencies and institutions are prohibited from discharging or discriminating against any employee or employee applicant because he/she has made or threatened to make a complaint, assisted with an investigation, or taken any action that indicates opposition to discrimination.	Covered agencies and institutions are prohibited from discharging or discriminating against any employee or employee applicant because he/she has made a complaint, assisted with an investigation, or instituted proceedings.	Covered agencies and institutions are prohibited from discharging or discriminating against any employee or employee applicant because he/she has made a complaint, assisted with an investigation, or instituted proceedings.	Covered agencies and institutions are prohibited from discharging or discriminating against any employee, employee applicant, student, or student applicant because he/she has made a complaint, assisted with an investigation, or instituted proceedings.
For Further Information Contact	Office for Civil Rights Department of Health, Education, and Welfare Washington, D.C. 20201 or your regional Office for Civil Rights, Department of Health, Education, and Welfare	Equal Employment Opportunity Commission 2401 E Street NW Washington, D.C. 20506 or your regional Equal Employment Opportunity Commission	Office for Civil Rights Department of Health, Education, and Welfare Washington, D.C. 20201 or your regional Office for Civil Rights, Department of Health, Education, and Welfare	Wage and Hour Division Employment Standards Division U.S. Department of Labor Washington, D.C. 20210 or your field, area, or regional Wage and Hour Division office U.S. Department of Labor	Office for Civil Rights Department of Health, Education, and Welfare Washington, D.C. 20201 or your regional Office for Civil Rights, Department of Health, Education, and Welfare

*From material prepared for the National Institute of Education.

- overtime work and pay
- medical, hospital, life and accident insurance
- retirement plans and benefits
- other staff benefits

Complaints of employment practices which discriminate in violation of Title VII should be made to:

- The Equal Employment Opportunity Commission
  2401 E Street, N.W.
  Washington, D.C. 20037

  or

- a regional office of the EEOC

In instances where State of local fair employment practices laws provide procedures for the handling of complaints of discrimination, the complaint may be referred to the agency for a sixty-day period of time. If the complaint is not resolved at this level, the EEOC assumes responsibility for investigation and conciliation. If this fails, the EEOC, the U.S. Attorney General, or the complainant may file suit.

The Equal Pay Act of 1963 as amended by the Education Amendments of 1972

The Equal Pay Act prohibits sex discrimination in salaries and most fringe benefits. All employees of education institutions and agencies, including those in professional, executive, and administrative positions, are covered by the Equal Pay Act.

The Act provides that a man and a woman working for the same employer under similar conditions in jobs requiring substantially equivalent skills, effort and responsibility must be paid equally even when job titles and assignments are not identical.

Employers are required to maintain specified records relevant to the determination of possible violations of the law. Complaints may be filed with:

- Employment Standards Administration
  Wage and Hour Division
  U.S. Department of Labor
  Washington, D.C. 20210

  or

- a regional office of the U.S. Department of Labor

Title IX of the 1972 Education Amendments

Employment Provisions:

The last section of the regulation covers the employment policies and practices of the education institution or agency. Specifically, discrimination is prohibited in:

- access to employment, including
  - recruitment policies and practices
  - advertising
  - application procedures
  - testing and interviewing practices
- hiring and promotion, including
  - selection practices
  - application of nepotism policies
  - demotion, lay off, termination
  - tenure
- compensation, including
  - wages and salaries
  - extra compensations
- job assignments, including
  - classification and position descriptions
  - lines of progression
  - seniority lists
  - assignment and placement
- leaves of absence, including
  - leaves for temporary disability
  - childbearing leave and related medical conditions
  - childrearing leave
- fringe benefits, including
  - insurance plans
  - retirement plans
  - vacation time
  - travel opportunities
  - selection and support for training
- labor organization contracts

The provisions of the implementing regulation may be interpreted through clarifying memoranda issued by the Office for Civil Rights or through decisions issued by the courts through the judicial process. They may also be modified or extended through legislative amendments.

The Regulation covering Title IX requires education agencies and institutions to develop grievance procedures for the local handling of complaints of discrimination. This procedure may be used or complaints may be filed directly with:

- The Office for Civil Rights
  U.S. Department of Health, Education, and Welfare
  Washington, D.C. 20201

  or

- a regional Office for Civil Rights
  U.S. Department of HEW

Executive Order 11246 as amended by 11375

Executive Order 11246 prohibits employment discrimination on the basis of race, color, religion, national origin or sex in institutions or agencies with Federal contracts of over $10,000. Relevant contracts include both contracts for direct services and "grants" which involve a benefit to the Federal government. Institutions or agencies covered under the Executive Order must observe non-discriminatory practices in hiring, discharge, promotion, wages, benefits, training, and all other conditions of employment.

Those institutions or agencies with Federal contracts of $50,000 or more and 50 or more employees are required to develop written affirmative action plans with numerical goals and timetables. Although the contract may involve only one unit within the institution, the affirmative action plan must cover all employees throughout the institution.

Enforcement of the Executive Order and related policy guidelines are the responsibility of the Office of Federal Contract Compliance (OFCC) of the U.S. Department of Labor. The OFCC has designated HEW as the agency responsible for enforcement of the Order as it affects education institutions and agencies. Complaint procedures are provided for the filing of charges of possible discrimination and non-compliance. Complaints should be filed with:

- The Office for Civil Rights
  U.S. Department of Health, Education and Welfare
  Washington, D.C. 20201

  or

- a regional Office for Civil Rights
  U.S. Department of HEW

Title VII (Section 799A) and Title VIII (Section 845 of the Public Health Service Act) as amended by the Comprehensive Health Manpower Training Act and the Nurse Training Amendments Act of 1971

Titles VII and VIII of the Public Health Service Act state that institutions receiving Federal funds for their health personnel training programs may not discriminate on the basis of sex in admissions or in employment practices relating to employees working directly with applicants or students. Every institution receiving or benefiting from a grant, loan guarantee, or interest subsidy to its health personnel training programs or receiving a contract under Title VII or VIII is covered.

Institutions are required to maintain specified records to determine whether violations have occurred. Periodic reviews of programs receiving Federal funds may be made to determine compliance with the regulation covering Titles VII and VIII.

Procedures are provided for the filing of complaints of violations of Titles VII and VIII. Complaints should be filed with:

- The Office for Civil Rights
  U.S. Department of Health, Education, and Welfare
  Washington, D.C. 20201

  or

- a regional Office for Civil Rights
  U.S. Department of HEW

CASE EXAMPLES

Examples of discriminatory policies and practices in education institutions and agencies are provided below. Each case example has been adapted from an actual situation. One group of case examples is drawn from the experience of local vocational education schools; another group provides examples drawn from postsecondary institutions. It may be useful to read through each of the examples to determine the possible areas of sex discrimination and probable violations of Federal laws and regulations. A space is provided in which the Federal law(s) or order relating to each example may be noted. *A brief analysis of each example and the pertinent law or laws follow the final case example.**

Local Vocational Education Schools

Background Information

School District No. 41 is responsible for the elementary-secondary education of 7,200 students who attend eighteen elementary schools, six junior high schools, two high schools and two vocational schools. The student population includes 1,600 black students, 418 Spanish-speaking students, 23 Asian students, and 16 Native American students. The District employs 280 classroom teachers, counselors, and paraprofessional personnel. Eighty-two percent of the elementary school staff and 48 percent of the secondary school staff is female. There are four minority teachers and 12 minority paraprofessional staff members in the District.

The central adminitrative staff is headed by a team of six males, none of whom is a member of a racial or ethnic minority group. None of the principals in the District is minority or female, but two minority males have recently been promoted to assistant principal positions and one female has been included in an administrative internship program provided by the District. The District currently holds a Federal contract of $80,000 for the development of model vocational programs.

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*Many of these case examples were drawn from information provided by the National Education Association.

Example 1

Ms. Chin, a counselor in one of District 41's secondary schools, has been employed by the District for the past eight years. As a classroom teacher she compiled an outstanding performance record; she completed a master's degree in the field of counseling and has consistently received outstanding ratings for her job performance as a counselor. Recently she has completed a second master's degree, this one in the field of school administration, and obtained the State credential for an administrative position.

This year Ms. Chin applied for the position of assistant principal at East High School. A male guidance counselor and a male physical education teacher also applied for the position. Neither of the men had been employed by the District for more than three years and neither had completed the requirements for the administrative credential. The physical education teacher, a white male, was selected for the job. When Ms. Chin asked for an explanation of the reason for the decision, the personnel office refused to provide a written or oral explanation.

Relevant law(s):

Example 2

Ms. Martin, an experienced distributive education teacher with an outstanding record of performance, has recently moved to the area included in District 41. She is interested in obtaining a position teaching distributive education at the senior high school level. She obtained an interview with a member of the District personnel office and explained her interest in securing a position in the area of distributive education. The interviewer reviewed her record and recommendations and commented on them favorably. The interviewer indicated, however, that he was sorry that it would not be possible to offer her a position in the area of distributive education since the distributive education position open required a teacher who could also serve as coach for boys' basketball.

Relevant law(s):

Example 3

Ms. Ramirez has taught for seven years at one of the vocational schools within School District 41. She is expecting a child in six months. The District policy requires that pregnant women must stop teaching at least five months prior to the expected birth date. It also denies pregnant teachers any pay during this period, including accumulated sick leave pay. Ms. Ramirez is currently supporting her husband's completion of medical school. All her efforts to convince the school administration that she is medically able to complete the school year have failed. Her physician has advised the District that she is medically able to continue, but without results.

Relevant law(s):

Postsecondary Education

Background

Central Vocational Institute is responsible for the education of 8,000 students. The student population consists of approximately 8 percent black students, 2 percent Hispanic students, 1½ percent Asian students and ½ percent Native American students. Sixty percent of the students are male and 40 percent are female. The majority of the minority students are concentrated in the fields of allied medical sciences, and food services.

The part-time and full-time faculty, administrators and counselors number nearly 900 persons; 400 of this group are in tenured positions, 250 are on career ladders leading to tenure, and 250 are non-career ladder part-time and full-time faculty and staff. Although nearly 30 percent of the total faculty and staff is female (270), only 16 women hold tenured positions. Six black males in the trade and industry department are tenured; while the remaining 20 minority group faculty are non-tenured. Two Hispanic females employed in the technical studies department have taught in the Institute for five years and are non-tenured. The Health Occupations Division has no tenured female faculty and two Asian American males who are tenured.

The Institute currently receives a total of $100,000 from the Federal government and receives funds under the Public Health Service Act.

Example 1

Ms. Terry and Mr. Greenberg have taught in the Distributive Education department since September 1973. Both have completed all course work for the doctoral degree and are in the process of completing their doctoral dissertations. Ms. Terry teaches four beginning sections of Distributive Education, while Mr. Greenberg teaches 1 beginning section and 2 advanced sections of Distributive Education. Ms. Terry was initially hired at a salary of $9,800 and has received increases of $200 each year. Mr. Greenberg was hired at a salary of $10,000 and has been given subsequent increases of $500 each year. Ms. Terry and Mr. Greenberg received comparable performance ratings from students and colleagues.

Relevant law(s):

Example 2

Comprehensive medical insurance is provided for faculty and students of Central Vocational Institute. Gynecological care for female faculty and students is exempted from coverage under this insurance although no exemptions are made in the coverage of male faculty and students.

Relevant law(s):

Example 3

Ms. Valdez has completed three years of teaching in the Home Economics Department. After two and one-half years, she applied and was considered for tenure. She received notification that tenure was denied because she had recently married Mr. Cruz who already held a tenured position

within the Institute. It is a regular practice of faculty committees within the Institute to deny tenure to female faculty on grounds of nepotism, although no such denial is required by Institute personnel policies.

Relevant law(s):

Example 4

Some three years ago, Ms. LaBelle, a black woman, was approached about accepting the position of affirmative action officer for the Institute. It was suggested that if she performed well in this job, it would increase her chances of obtaining a central administrative position in the Institute. Ms. LaBelle accepted the offer; she has worked hard in her position as affirmative action officer and has received commendations for her performance.

During the past year Ms. LaBelle has applied for other central administrative jobs when openings were available. Each time she has been interviewed and told that her fine qualifications have been recognized, but that it is not possible to promote her to another job right now since the affirmative action position requires a minority staff person to give it credibility.

Relevant law(s):

ANALYSIS OF CASE EXAMPLES

Local Vocational Education School Examples

Example 1

Title VII of the Civil Rights Act, Title IX of the 1972 Education Amendments, and Executive Order 11246:

Although additional data would be needed to ascertain that Ms. Chin's nonpromotion to an administrative position was discriminatory, the evidence provided would suggest a general pattern of nonpromotion of women and a specific lack of consideration of Ms. Chin's credentials. Discrimination through nonpromotion of qualified women to administrative positions is prohibited by Title VII of the Civil Rights Act and Title IX of the 1972 Education Amendments. Because the District receives more than $10,000 in Federal contracts, such discrimination would also be prohibited under Executive Order 11246.

Example 2

Title IX of the 1972 Education Amendments, Title VII of the Civil Rights Act, and Executive Order 11246:

The linking of job qualifications that would result in a disparate impact on the employment opportunities of members of one sex is prohibited by Title IX and by Title VII. Capability to provide distributive education instruction must be the relevant qualification to be examined when hiring for a distributive education position. Qualifications, requirements or criteria used for employee selection may not place a disparate burden on one sex unless such qualifications or criteria have been

demonstrated to be valid predictors of success in the particular job under consideration and alternative criteria are not available.

Example 3

Title IX of the 1972 Education Amendments, Title VII of the Civil Rights Act, and Executive Order 11246:

The Title IX Regulation states that pregnant employees may not be forced to leave their positions at an arbitrary date established by administrative policy. The determination of the time at which a pregnant woman may be unable to continue professional duties must be made on the basis of medical consultation between a woman and her physician. Sick leave pay may not be denied for medical conditions related to pregnancy if it is provided for other forms of temporary disability. Similarly, Title IX and related case law require that pregnancy and medically-related conditions be treated as other forms of temporary disability.

Postsecondary Education Examples

Example 1

Title IX of the 1972 Education Amendments, Title VII of the Civil Rights Act, Executive Order 11246, and the Equal Pay Act:

Male and female instructors carrying out equivalent job responsibilities must be paid comparably. Sex differentiation in pay (either in initial pay level and/or periodic increases) without evidence of substantial differences in the job functions or assignments is discriminatory.

Example 2

Title IX of the 1972 Education Amendments, Title VII of the Civil Rights Act, and Executive Order 11246:

Differential provision of medical insurance and health services for male and female students and employees is prohibited by Title IX. Differential health services and benefits for female faculty members is also in violation of Title VII of the Civil Rights Act and Executive Order 11246.

Example 3

Title IX of the 1972 Education Amendments, Title VII of the Civil Rights Act and Executive Order 11246:

Although the Title IX Regulation does not prohibit nepotism rules, they are prohibited when applied in a manner which results in a disparate impact on one sex. In this situation, the lack of policy specification would contribute to the potentially selective use of a nepotism prohibition as a practice to deny tenure to females on the basis of personal preferences or biases.

Example 4

Title VII of the Civil Rights Act and Executive Order 11246:

The assignment of an employee to a position on the basis of race and sex would be a violation of equal opportunity principles. An applicant or employee is legally entitled to consideration for positions on the basis of his/her qualifications for those positions and without regard to his/her race.

References for Further Reading

Foxley, Cecelia H. *Locating, Recruiting and Employing Women: An Equal Opportunity Approach.* Maryland: Garret Park Press, 1976.

McCune, Shirley and Matthews, Martha. *Identifying Discrimination: A Review of Federal Anti-discrimination Laws and Selected Case Examples.* Washington, D.C.: Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, nd.

Monitor Implementation of Employment Laws

Exercise 9

Purpose: To examine simulated employment data in order to gain skill in monitoring the implementation of employment laws.

Directions: Given the information on the following pages for the Cady School District in the State of Stanton, answer the following questions*:

1. How many people are in each category in the Work Force Analysis?

	Men	Women
Principal	____	____
Assistant Principal	____	____
Counselor	____	____
Teacher	____	____
Clerical	____	____
Librarian	____	____
Accountant	____	____
Maintenance	____	____

2. Compare the salaries. Whose are the highest? Whose are the lowest?

3. What other information, in addition to salaries, would you need to have before suspecting sex discrimination?

4. Which categories of Salaried Staff are closest to meeting their goals for employing more women?

5. What additional information would you need before making recommendations?

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*Turn to page 63 to check your answers.

Work Force Analysis

JOB TITLE	WAGE	EEO CODE	SEX
Principal	21,648	1	M
	20,542	1	M
	19,432	1	M
	18,679	1	M
	17,532	1	M
	16,000	1	F
	14,500	1	F
Assistant Principal	18,000	1	M
	17,569	1	M
	17,000	1	M
	16,500	1	F
Counselor	16,999	2	M
	16,878	2	M
	16,000	2	M
	16,000	2	F
	15,872	2	F
	15,361	2	F
	14,898	2	F
Teacher	14,986	2	F
	14,692	2	F
	14,443	2	F
	14,000	2	F
	13,796	2	F
Clerical	7,321	3	F
	6,822	3	F
	6,822	3	F
	6,614	3	F
	6,614	3	F
	5,824	3	F
	5,751	3	F
Librarian	11,896	4	F
Accountant	13,492	4	M
Maintenance	9,898	6	M
	9,500	6	M
	9,012	6	M
	8,713	6	M

The six EEO Categories are:

1. Executive/Administrative/Managerial
2. Professional non-faculty
3. Clerical/Secretarial
4. Technical/Professional
5. Skilled crafts
6. Service/maintenance

Number of Salaried Staff for State of Stanton

EEO CODE	Total Staff as of Year End 1976	Total Staff as of 3rd Quarter 1977	Net Change in 1977	Total Staff Predicted for Year End 1977
1	282	267	-15	282
2	819	776	-43	839
3	632	607	-25	646
4	349	291	-58	362
5	197	198	+1	191
6	111	138	+27	111
	2390	2277	-103	2431

Number of Women Salaried Staff

EEO EEO CODE	Total Women Staff as of Year End 1976	Total Women Staff as of Year End 1977	Net Change in 1977	Women Goals for 1977
1	8	8	0	8
2	53	53	0	60
3	494	470	-24	501
4	26	27	+1	36
5	43	55	+12	46
6	5	5	0	6
	629	618	-11	658

Monitor Implementation of Employment Laws

Exercise 9a

		Men	Women
1.	Principal	5	2
	Assistant Principal	3	1
	Counselor	3	4
	Teacher	0	5
	Clerical	0	7
	Librarian	0	1
	Accountant	1	0
	Maintenance	4	0

2. Highest men, lowest women

3. Length of time on the job
   Educational background
   Additional responsibilities such as driver's training, coaching, newspaper

4. Category 5 hoped for 3 but added 12
   Category 2 did not add the 7 they planned but considering they lost 43 in that category last year and no women it doesn't look so bad
   Category 4 only added 1 instead of the 9 they planned, but considering they lost 58 in that category last year and no women it doesn't look so bad

5. What kind of recruitment efforts were used for Category 6?
   Only projected increase of 1 and did increase this category by 27.

Function (g):	Assist local educational agencies and other interested parties in the State in improving vocational education opportunities for women

Objective: To become familiar with a range of strategies and techniques in order to gain skill in assisting local educational agencies and other interested parties in the state in improving vocational education opportunities for women.

Background Information

In *Women in Vocational Education,* Marilyn Steele comments that "Pressure for societal change must emanate from organized efforts" (p. 134). As your state's sex equity person, you can provide invaluable service by assisting local educational agencies and other interested parties to improve vocational education for women through organized efforts which you may initiate or facilitate. These organized efforts may provide direct or indirect assistance.

An example of indirect assistance involves your influence at the state agency in creating a climate for change. The incentives that are adopted by the agency for eligible recipients to encourage the enrollment of both men and women in nontraditional courses of study and to develop model programs to reduce sex stereotyping in all occupations will be useful to you in your efforts. Included below are the incentives included in Maryland's State plan:

INCENTIVES

Section 107 (b)(4) A. (iii)

1978-82 Objectives:

6.19 Develop and use the following incentives, to be provided to eligible recipients so that the recipients will encourage the enrollment of both men and women in non-traditional courses of study, and develop model programs to reduce sex stereotyping in all occupations.

6.19.1 Contracts for the purpose of funding exemplary and innovative projects shall give priority to programs and projects designed to reduce sex stereotyping in vocational education.

6.19.2 Publicity will be given to LEAs and Community Colleges whose programs have successfully demonstrated overcoming sex stereotyping and sex bias.

6.19.3 Priority will be given to new programs of vocational education that include provisions to eliminate sex bias and sex stereotyping.

6.19.4 Priority will be given to work experience and cooperative education programs that place students in non-traditional work experiences.

6.19.5 Where program maintenance is necessary, priority will be given to programs that include provisions to eliminate sex bias and sex stereotyping.

6.19.6 Priority will be given to the development of curriculum and guidance and testing materials that encourage the enrollment of both men and women in non-traditional courses of study.

6.19.7 Priority will be given for the purpose of funding exemplary and innovative projects which will provide support services for women who enter programs designed to prepare individuals for employment in jobs which have been traditionally limited to men, including counseling as to the nature of such programs and the difficulties which may be encountered by women in such programs, and job development and job follow-up services.

6.19.8 Priority will be given to programs designed to meet the needs of persons described in Section 120 (b) (1) (L) of Title II of Education Amendments of 1976, including special courses for such persons in learning how to seek employment, and placement services for such graduates of vocational education programs and courses.

6.19.9 Priority will be given to support programs or projects designed to improve the qualifications of persons serving or preparing to serve in vocational education programs that contain provisions to overcome sex bias and stereotyping in vocational education.

6.19.10 Priority will be given to occupational home economics programs which provide day care services for children of students in secondary and postsecondary vocational education programs.

6.19.11 Priority will be given to guidance and counseling training which is designed to acquaint guidance counselors with:

(A) the changing work patterns of women
(B) ways of effectively overcoming occupational sex stereotyping
(C) ways of assisting girls and women in selecting careers solely on their occupational needs and interests, and to develop improved career counseling materials which are free

Amanda Smith, the director of the New Pioneers project in North Carolina, provides the following recommendations for working with local directors:

a. *Provide introductory inservice* on sex bias before asking Local Directors to commit themselves to plans. At least one, perhaps two, sessions are necessary. In North Carolina, Local Directors meet regularly in regional meetings, making inservice easy. Though you will probably not be able to become familiar with each LEA's situation, remember that there are many conditions that may influence the response to your program: local attitudes, leadership styles, unrelated local crises, and a full spectrum of individual attitudes and personal situations of the Local Directors themselves.

b. *Pilot Units.* The easiest way to become familiar with typical local organizations is to establish volunteer pilot units, to be visited individually for developing local plans.

c. Develop a *planning guide* based on your work with pilot units. Decide whether your guide would be more effective if it is simply a list of leading questions, or if it should include recommended activities.

d. *First Year Plans.* Explain planning guide and recommended activities at Local Director meetings. Group sessions should be satisfactory, if follow-up is provided by Area Directors to assure that Local Directors do complete their sex bias plans on their own.

e. *Second Year Plans.* The second year, if at all possible, plans should be discussed individually, as some Local Directors will have done a good deal, others virtually nothing.

f. At all times be prepared to give Local Directors all the *support* they ask for, in the form of letters, memos, telephone calls, or personal visits to explain the project to their superintendents.

g. Make clear to the Local Directors what *services* they can count on you for—local teacher workshops, meeting with principals, or whatever.

Information and Awareness Services

a. *Short presentation.* (faculty meetings, mini-sessions at conferences). We recommend 25-30 minutes to outline the philosophy of the program, identify the nature and impact of sex bias, and tell a few stories, followed by twenty minutes of questions. Forty-five minutes is really a minimum to do anything useful. It is enough to define terms, dispel misconceptions, and perhaps raise some interest, but will hardly motivate much change.

b. *Two-hour workshops* are long enough for a good introductory session—time to go into some detail, and to suggest some possible activities for change.

c. *All day sessions* allow time for quite a lot of substance, for small group involvement in learning activities, and for planning. To be really useful, follow-up activities are important.

d. *Information package* which can be mailed, and which is therefore independent of the project staff (crucial if your state is large and your staff is small). We decided to make our own filmstrip,* but it might be possible to buy one, or make up a combination of filmstrip and handouts, or whatever. Such a presentation should include: the origins and symptoms of sex bias, the unconscious nature of most biased behavior, and the effects of sex bias on both men and women. Our filmstrip also touches on the need for lifetime planning, gives some statistics on women workers, some average salaries for typically male and female jobs, and discusses the advantages of mixing occupational programs, with many pictures of programs that are already mixed.

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*This filmstrip, "I'm Glad I'm A She," "I'm Glad I'm A He," is available on loan from the Department of Public Instruction, Raleigh, North Carolina. Unfortunately we are not set up to sell it, but we would be honored if you would like to make your own copies and return the original to us.

Local Courses for Teacher Certificate Renewal Credit. One theme has run through these recommendations: the importance of giving teachers an extended opportunity to understand the implications of sex bias.

Although the information services above are necessary, they are all too brief to provide percolation time. Also, they are all too dependent on state staff. A good program should be under local control, with local leaders. Therefore, *the most valuable use of project staff time is likely to be in training local leaders.*

a. *Promoting the program.* Some states may be able to be more directive than we in North Carolina can be. Our agency has more a "service" than a "regulatory" function, and there is no way we can require any LEA to take part in the program. Therefore, unless you enjoy the luxury of a command performance, a solid promotion is necessary:

   (i) Include statements of support from your chief state school officer, Director of Vocational Education, and anyone else whose endorsement will be valued.

   (ii) Emphasize that the course will provide a program which will give educational substance to Title IX efforts, reducing any hostility to the new law on the part of teachers, and providing clear evidence of the LEA's desire to comply with the spirit as well as the letter of the law.

   (iii) Emphasize that the course will be locally controlled.

   (iv) Emphasize that the training is free, contingent only on a commitment to support the course in publicity, logistics, and financial resources. (It is important that you get this commitment as solid as possible, otherwise you are setting trainees up for disappointment or frustration.)

   (v) Publish a list of the topics to be covered, using down-to-earth catchy phrases that will make the course sound interesting. This is crucial, as most people will assume you are offering a program purely on sex discrimination, a topic which they are likely to regard as unpleasant.

   (vi) Direct the invitation to the Local Superintendent, Director of Staff Development, and the Director of Vocational Education, as the individual who actually makes such decisions will vary from LEA to LEA.

b. *Who should receive the training?* Nominees should be any one to whom other teachers can relate comfortably. There is no need for them to have any previous knowledge of sex bias. Indeed, there may be some disadvantages if they already have a local reputation for being hipped on the subject.

   If your funding is categorical vocational funding, as ours was, your trainees will have to be vocationally funded teachers, or guidance counselors. However, we also had academic teachers or central office staff when the local agency was willing to pay their expenses. As far as we could tell, the individual's academic or vocational background made no difference in their effectiveness.

c. *How many?* Because of financial restraints, we accepted only one from each participating LEA. However, it was often hard on our trainees to have no partner—two would be better if you can afford it.

d. *How long?* In North Carolina, teachers earn one certificate renewal credit for each ten contact hours. We planned our local course to be ten lessons of two hours each, and worth two credits. The training session therefore fit easily into five days, with each morning or afternoon representing one lesson. As our trainees also had supplementary sessions on special subjects, materials, and methods, they received three credits.

e. *Teaching Materials* should be as complete as possible. We gave each presentation written out completely, plus either speaking notes, discussion questions, or activities. The assumption should be made that the trainees know nothing about sex bias, and they should be free from all necessity of having to take subject matter notes. They should, however, be encouraged to take notes on methods of approach, ways to answer tough questions, etc. If you have the resources to provide them with multiple copies to be used with their students, so much the better.

f. *Conducting the Training Institute*
Beyond substantive preparation, your biggest job is to keep your trainees loved and cared for. Any week-long training session is exhausting anyway—this one is emotionally exhausting too.

(i) Hold the institute in a place which is comfortable and provides some opportunity for recreation, even though many trainees may work too hard to spend much time in the pool.

(ii) *Build in opportunities for informal fellowship* between the participants, rather than simply hoping for them under the heading "free time." For us, it was a daily wine and cheese party. In addition, one evening participants were assigned to go out to dinner and to the movies, or watch television, and report on sex stereotypes the next morning.

(iii) Participants must be given an opportunity *to express individually how they are feeling* about the experience, which may be an exhilarating, upsetting, or depressing one for them. Written letters from each participant worked well for us. With a larger staff, individual conferences might be possible, though some people will express objections more easily on paper than face to face.

(iv) *Voices of experience,* if possible, the presence of folks who have already taught such a course is enlightening and reassuring. They can share their experience, not only giving good advice but also offering living proof that it is possible to discuss sex bias and survive.

(v) *Helping the Trainees Plan.*
Our trainees' greatest concern was uncertainty as to what we expected of them, and how best to achieve their goals. However, when their written plans were completed, they felt confident.

The planning session should not be left till the very end. We had it Thursday afternoon, and gave the participants Thursday night free to complete their written plans. (We required the written plans as a condition for receiving credit, in lieu of a final exam.) As we helped teachers plan, we tried to emphasize they did not need to develop lesson plans (the Black Book provided those) but rather consider all of the decisions they would have to make and contingencies they would have to face in order to establish a successful program. Because we knew each person would face a different local situation, we phrased our planning guide entirely in terms of questions. Many areas are beyond our control, and no recommendations from us would be appropriate. However, there were some areas where we could make recommendations.

g. *Support and follow up.* Ideally, each trainee should be visited. Those who are having difficulty can profit from the support of the state consultant in meetings with their local administrators, and in private discussions of whatever problems or worries they may have. Visiting the successful programs gives the state consultant a wealth of ideas on how to solve problems in other places. If individual visits are impossible, letters and phone calls can be substituted if they are done on a regular basis. A follow-up conference is strongly recommended. It should take place around November or February, when trainees have had a chance to get well into their courses, but there is still time in the school year for those who have not started to profit from their fellows' experience. A follow-up conference should be a learning experience for the state staff, with reports from trainees being the basis for refining the program for the following year.

Other Activities

a. *Public Information.* If staff permits, an organized program of reaching employers should be undertaken. If this is not possible, every opportunity to speak to community groups, school related groups, college classes, or do newspaper interviews and radio and television appearances should be taken. If the Project Director enjoys writing, opportunities to publish articles in trade and education magazines about the program can be sought out, as this topic is a timely one. The resulting reprints can be used as conference materials, as well as public relations vehicles.

b. *Working Directly with Students.* A small staff working on the state level will spend most of its time with administrators and teachers, rather than directly with students. Any invitations to work with students should be used as research opportunities to get direct feedback on their attitudes towards the problems of sex stereotyping. Resulting data and anecdotes should be fed back into the presentations used with administrators and teachers.

References for Further Reading

Smith, Amanda J. *New Pioneers: A Project to Eliminate Sex Bias in Occupational Education, Reflections and Recommendations.* Raleigh, North Carolina: Department of Public Instruction, 1977.

Steele, Marilyn. *Women in Vocational Education* (Project Baseline Supplementary Report). Flagstaff, Arizona: Northern Arizona University, Project Baseline, 1974.

Assist Local Education Agencies

Exercise 10

Purpose: To find suitable strategies and techniques in *Vocational Education Sex Equity Strategies* that solve sample problems in order to gain skill in assisting local educational agencies and other interested parties in the State in improving vocational education opportunities for women.

Directions: Your sex equity office has set up a WATS line to assist LEAs in improving vocational education opportunities for women. Find possible solutions to the following problems that have been phoned in by looking up resources and strategies in *Vocational Education Sex Equity Strategies,* the companion package to this publication.

Chapter I

a) The vocational education director at Susan B. Anthony Vocational Center is looking for materials to use with one of her school's counselors who refuses to recruit nontraditional students. After twenty-five years of experience this counselor believes in men's work and women's work. What resource might refute this belief?

b) Girls enrolled in auto mechanics courses at Sojourner Truth High School are complaining to counselors that their teachers use sexist language as though only boys were in the class. When one of the counselors expressed dismay over this problem during a faculty meeting, several of the auto mechanics teachers became highly defensive. What advice to the counselors would be helpful?

Chapter II

a) The principal of Margaret Sanger Community College is planning a workshop for some agricultural education teachers who object to mixed classes. She wants to help them understand how sex stereotyping is unfair to women. She feels it is advisable to incorporate some humor in the proceedings to get the message across in a non-threatening way. What resource might be useful?

b) Some girls at Abigail Adams High School are upset because their parents think they should prepare for a low-paying, traditionally female occupations such as clerk or waitress. How can the counseling center help the situation?

Chapter III

a) The public relations director of Harriet Tubman Technical Institute has been asked to launch a campaign to encourage mature women in the area to enroll in nontraditional programs. So far what's planned is a series of newspaper articles and mass mailing of brochures to women's organizations. What advice can you give?

b) The Stanton State Vocational Guidance Association has asked you to lead a workshop on planning recruitment strategies to increase nontraditional enrollments. What materials do you have that will be especially useful?

Chapter IV

a) This year at Mary Baker Eddy High School the first girl was enrolled as an industrial arts major. By the end of the semester, however, she had dropped out. A conversation with the guidance counselor revealed that the girl had felt isolated in her classes. What steps can the school's support services take to prevent this situation from happening next year?

b) When the counselor at Mary Baker Eddy High School investigated further, he learned that neither the industrial arts teacher (all were men) nor the other students had taken the nontraditional student seriously. Either they teased her or tried to be over protective. How can the counselor convince the teachers and students to behave differently?

Chapter V

a) Most union apprenticeship programs have traditionally been closed to women. Consequently, the trade and industry teachers at Eleanor Roosevelt Regional Career Center feel it is pointless to enroll women. They want to know if anyone has ever achieved union support for accepting women apprentices and if so how?

b) The new vocational education director at Molly Brown Technical School has discovered that the Advisory Council has disbanded from inactivity and poor leadership. What information is available to guide setting up an effective Advisory Council responsive to sex equity?

Chapter VI

a) A vocational guidance professor at Amelia Earhart University is dealing with interest inventories in one of her classes. What resource can supply information on assessment and selection issues?

b) The Crandall County Home Economics Instructors Society intends to investigate home economics textbooks for sex bias and sex stereotypes. What resources might be helpful?

Chapter VII

a) The vocational education department at Annie Oakley High School is planning a needs assessment as part of their action plan. What techniques/resources can you recommend?

b) As part of the school's vocational education action plan, Florence Nightingale Community College intends to review employment practices to "set their house in order." What information can you offer that would be helpful in formulating objectives?

Function (h):	Make available to the State board, the State advisory council, the National Advisory Council on Vocational Education, the State Commission on the Status of Women, the Commissioner, and the general public, including individuals and organizations in the State concerned about sex bias in vocational education, information developed under this section.

Objective: To gain familiarity with a broad range of dissemination strategies in order to gain skill in making readily available to appropriate agencies the information developed through your position.

Background Information

Another way you can help create a climate for change calls for a systematic use of the media both to motivate change and give recognition. Marilyn Steele, calling the media the primary influence for change in our society, says we need to learn to use the media for this social change. There are several ways you may want to use (or recommend that others use) media to provide assistance:

- introductory letter or brochure describing your functions and services
- frequent press releases
- radio/television public service messages
- documentary film, filmstrip (state-based)
- posters
- bumper stickers
- information handouts
- newsletters

The potential impact of a public relations campaign through media at both state and local levels should not be underestimated.

A key function that can be served by media is to provide information to all of the groups designated in the Final Regulation: the State board, the State advisory council, the National Advisory Council on Vocational Education, the State Commission on the Status of Women, the Commissioner, and the general public. One advantage of media is the ease of publication for effective dissemination, an important consideration because of your many demanding responsibilities. For this reason, you may find it advantageous to establish a WATS (Wide Area Telephone Service) line. If funding is available, this would be an effective use of additional personnel who could be trained to handle inquiries.

The sex equity movement has been underway long enough that many "interested parties" exist. One of the most important ways you can provide assistance is to identify these persons and promote collaboration between them and local educational agencies. This will be far more productive than to attempt to solve everyone's problems yourself. You can, for example, establish a network of communication through periodic mailings, regional and state conferences, and visitation promotion that will enable problems and strategies to be shared.

Make Information Available to a Variety of Audiences

Exercise 11

Purpose: To brainstorm as many suggestions as possible as to how you, in your job role, can make information about programs and activities in vocational education designed to reduce sex bias and stereotyping available to a variety of audiences.

Directions: First, in addition to the audiences specified by this function (e.g., the State advisory council, the State Commission on the Status of Women, the general public), think of individuals and organizations in your state concerned about sex bias in vocational education. Then jot down as many ideas as you can on how you can make information about programs and activities in vocational education designed to reduce sex bias and sex stereotyping available to the various audiences.

As you think of suggestions, remember the following basic principles of brainstorming:

- The purpose is to generate as many ideas as possible within a short period of time.
- There will be no evaluation of ideas. Although an idea may appear to be impractical or unworkable, that idea may stimulate something which would be highly practical and workable.

You can add to this sheet some of the ideas in *Vocational Education Sex Equity Strategies* or some of those generated by colleagues that would be particularly relevant to you in your job situation. Then compare your list of suggestions to the list on page 74 compiled by sex equity coordinators who pilot tested these materials.

Audiences:

Information Strategies:

Make Information Available to a Variety of Audiences

Exercise 11a

The following list of suggestions resulted from a brainstorming exercise by sex equity coordinators who pilot tested these materials:

Radio interviews
TV spots
Utility company mailouts
Newspaper articles
Feature articles
Newsletters—use established ones, start new ones
PTA programs
Public appearances at community organizations
Vocational education magazines
Legislative contacts
Youth organizations
Organized labor
Civil/human rights organizations
University teacher educators
Contacts through professional and social groups

Function (i): Review the self-evaluations required by Title IX.

Objective: To become familiar with the Title IX requirements for vocational education self-evalautions in order to facilitate reviewing the self-evaluations required by Title IX.

Background Information

While schools and educational agencies are required to do the Title IX self-evaluations and keep them on file for Federal requests, they are not required to provide the information to you. How you implement this function of your job will depend on the policy and procedures of your agency and the relationships that have been established with the local education agencies. It is probable that more guidance on this function will be forthcoming from the Bureau of Occupational and Adult Education, U.S. Office of Education.

Martha Matthews and Shirley McCune, in *Complying with Title IX: Implementing Institutional Self-Evaluation*, indicate that in order to assess and evaluate present compliance with the requirements of the Title IX Regulation for nondiscrimination in vocational education and to plan necessary modifications, it will be necessary to:

Review the following materials:

Materials concerning vocational education and related courses and programs provided by either vocational or non-vocational elementary and secondary schools

- copies of graduation requirements
- copies of policies governing student assignment to courses and programs of vocational education
- copies of student handbooks
- copies of all descriptions of vocational, technical, industrial, business, and home economics courses
- copies of all curriculum guidelines relating to content, activities, instructional methodologies or requirements in vocational education and related courses

Materials related to admissions to any schools of vocational education operated by the district

- copies of all policies concerning student admissions and admissions requirements
- copies of any documents describing the admissions procedure
- statement of admissions criteria
- copies of all tests used to determine eligibility for admission
- copies of all application forms used for student admissions
- copies of recruitment brochures, catalogs, or other materials distributed to applicants
- copies of any materials used by counselors in referring students to vocational schools

Collect the following data:

Data concerning vocational education and related courses and programs provided by either vocational or non-vocational elementary and secondary schools

- course enrollment by sex in all
    - vocational courses
    - technical courses
    - industrial courses
    - business courses
    - distributive–cooperative education courses
    - home economics courses
- list of student placements and compensation by sex in work-study programs
- description of practices and/or criteria used for referral or assignment of students to vocational education courses and programs

Data related to admissions to any schools of vocational education operated by the district

- number of students admitted by sex for the current academic year and the year preceding
- for any tests used in determining student eligibility for admission, the average and median score obtained by males and females during the past two years
- a list of all institutions at which recruitment efforts are made with enrollment of each by sex
- a list of all institutions which regularly refer applicants for admission, their enrollment by sex and their referrals for the past two years by sex

References for Further Reading

Mathews, Martha and McCune, Shirley. *Complying with Title IX: Implementing Institutional Self-Evaluation.* Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, nd.

Verheyden-Hilliard, Mary Ellen. *Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your Schools.* Washington, D.C.: NOW Legal Defense and Education Fund, 1977.

Reviewing Title IX Self-Evaluations

Exercise 12

Directions: Use the following checklist to practice reviewing a Title IX self-evaluation to find if the education agency preparing the self-evaluation is in compliance with Title IX. Discuss your conclusions with colleagues.

	Yes	No
Vocational Education and Related Courses Provided by Either Vocational or Non-vocational Elementary and Secondary Schools		
1. Are graduation requirements the same for females and males? (i.e., if industrial arts and home economics are required, are both required for students of both sexes?)	____	____
2. Does the student handbook make clear that all vocational and related courses are open to students of both sexes?	____	____
3. Are all vocational education and related course titles and descriptions gender-free?	____	____
4. Are all vocational education and related classes conducted on a co-educational basis?	____	____
5. Do all vocational education program and curriculum guidelines make clear that all courses are to be provided equally and under the same conditions to males and females?	____	____
6. Are all criteria for the assignment of students to vocational and related courses and programs free from differentiation on the basis of sex?	____	____
7. Is the enrollment of students of one sex 80 percent or above in any courses or programs of vocational education? If so, have steps been taken to ensure that this is not the result of sex discrimination in counseling or counseling materials?	____	____
Admissions to Any Schools of Vocational Education		
1. Are all decisions regarding admissions to schools of vocational education made without regard to sex?	____	____
a. Without giving preference to one person over another on the basis of sex?	____	____
b. Without ranking applicants separately on the basis of sex?	____	____
c. Without applying numerical limitations (quotas) on the number or proportion of persons of either sex who may be admitted?	____	____

	Yes	No
d. Without applying different admissions criteria on the basis of sex?	____	____
2. Are all tests or criteria used in admissions free from a disproportionately adverse effect upon persons of one sex? If not, have these tests or criteria been shown to predict validly success in the programs concerned; or have questions and tests which do not have such an effect been shown to be unavailable?	____	____
3. Are all admissions decisions made without reference to any rule concerning the actual or potential parental, family or marital status of an applicant which treats persons differently on the basis of sex?	____	____
4. Are admissions forms or inquiries free from items concerning the marital status of applicants?	____	____
5. If admissions preference is given to applicants on the basis of attendance at a school which enrolls only or predominantly students of one sex, is it given in such a way to prevent discriminatory effects on the basis of sex? (i.e., is such preference given to comparable numbers of females and males?)	____	____
6. Are recruitment efforts made without regard to sex? If student are recruited from institutions which enroll only or predominantly students of one sex, is such recruitment conducted in a non-discriminatory fashion? (i.e., are students recruited equally from boys' and girls' schools?)	____	____
7. If admissions have previously been limited to students of one sex, have specific steps been taken to encourage persons of the previously excluded sex to apply for admission?	____	____

If the answer to any of these questions is "no," modifications and remedial steps will have to be taken to achieve compliance with Title IX.

Source: Matthews, Martha and McCune Shirley. *Complying with Title IX: Implementing Institutional Self-Evaluation,* pp. 36-37.

Function (j):	Review and submit recommendations with respect to overcoming sex bias and sex stereotyping in vocational education programs for the five-year State plan and its annual program plan prior to their submission to the Commissioner for approval.

Objective: To examine your State plan for inclusion of required and optional provisions relating to sex equity of Title II of the Education Amendments of 1976 in order to gain skill in reviewing and submitting recommendations with respect to overcoming sex bias and sex stereotyping in vocational education programs for the five-year plan and the annual program plan prior to their submission to the Commissioner for approval.

Background Information

One of your important functions as state sex equity coordinator is to review the vocational education five-year plan and annual plans. This process involves making recommendations with respect to overcoming sex bias and sex stereotyping in vocational education programs prior to the plan's submission to the Commissioner for approval.

The basis for these recommendations will be the required and optional provisions relating to sex equity cited in the Regulations for Title II of the Education Amendments of 1976. The next exercise provides an opportunity to gain familiarity with these provisions and reviewing skills through examination of your state plan.

Does Your State Plan Meet the Requirements of Title II of the Education Amendments of 1976?

Exercise 13

Directions: Review the section of your state plan that includes the provisions for sex equity. Use the checklist below to note the inclusion of the required provisions.

	Yes	No
1. Selection of full-time personnel to eliminate sex bias and discrimination in vocational education programs	____	____
a. to furnish equal educational opportunities in vocational education programs to persons of both sexes	____	____
b. to eliminate sex discrimination and sex stereotyping from all vocational education programs	____	____
c. to undertake the following functions:		
1) taking actions necessary to create awareness of programs and activities in vocational education designed to reduce sex bias and sex stereotyping in all vocational education programs, including assisting the State board in publicizing the public hearings on the State plan	____	____
2) gathering, analyzing, and disseminating data on the status of men and women students and employees in vocational education programs of the State	____	____
3) developing and supporting actions to correct problems brought to the attention of this personnel, including awareness of the Title IX complaint process	____	____
4) reviewing the distribution of grants and contracts by the State board to assure that the interests and needs of women are addressed in all projects assisted under this Act	____	____
5) reviewing all vocational education programs (including work-study programs, cooperative vocational education programs, apprenticeship programs, and the placement of students who have successfully completed vocational education programs) in the State for sex bias	____	____
6) monitoring the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures within the State relating to vocational education	____	____
7) assisting local educational agencies and other interested parties in the State in improving vocational education opportunities for women	____	____

	Yes	No
8) making available to the State board, the State advisory council, the National Advisory Council on Vocational Education, the State Commission on the Status of Women, the Commissioner, and the general public, including individuals and organizations in the State concerned about sex bias in vocational education, information developed under this section	____	____
9) reviewing the self-evaluations required by Title IX	____	____
10) reviewing and submitting recommendations with respect to overcoming sex bias and sex stereotyping in vocational education programs for the five-year State plan and its annual program plan prior to their submission to the Commissioner for approval	____	____
2. Expenditure of at least $50,000 from basic grant funds to support the full-time personnel to eliminate sex bias and discrimination in vocational education programs	____	____
3. Policies to assure equal access to vocational education programs by both men and women including:		
a. actions to be taken to overcome sex discrimination and sex stereotyping in all State and local vocational education programs	____	____
b. incentives adopted by the State for eligible recipients (LEAs and institutions of vocational education) to encourage enrollment by students in courses which are not traditional for their sex and to develop model programs to reduce sex bias and sex stereotyping in training and placement	____	____
4. Procedures to assure equal access to vocational education programs by both men and women including:		
a. actions to be taken to overcome sex discrimination and sex stereotyping in all State and local vocational education programs	____	____
b. incentives adopted by the State for eligible recipients (LEAs and institutions of vocational education) to encourage enrollment by students in courses which are not traditional for their sex and sex stereotyping in training and placement	____	____
5. Review of annual program plan for compliance with provisions of the five-year plan for equal access to vocational education programs by women and men	____	____
6. Provision for certification that sex equity person has been afforded the opportunity to review the annual program plan and accountability report	____	____

	Yes	No
7. Provision for certification that sex equity person has been afforded the opportunity to review the five-year plan	____	____
8. Evaluation, during the five-year period of the State plan, of the effectiveness of each vocational education program or project supported by Federal, State, and local funds for additional services to women	____	____
9. Funding for programs for the following special groups:		
a. homemakers, because of dissolution of marriage, seeking employment	____	____
b. single heads of households who lack adequate job skills	____	____
c. homemakers and part-time workers seeking full-time jobs	____	____
d. women/men moving from traditional to nontraditional jobs	____	____
10. Programs to assess and meet the needs of the special groups in No. 9 above that include:		
a. preparation for employment	____	____
b. special courses for learning how to seek employment	____	____
c. placement services for completers of these special programs	____	____
11. Provision for funding for consumer and homemaking programs from the separate authorization for such programs	____	____

If provisions in these areas are not included in your state plan, remember that the plan may be amended at any time. If these provisions are not included, the plan is not in compliance.

Use the checklist below to note the inclusion of optional sex equity provisions in your State plan.

	Yes	No
Through Basic Grant Funds		
1. Support services for women including:		
a. counseling	____	____
b. job development	____	____
c. job follow-up services	____	____
2. Increasing the number of women instructors in nontraditional fields	____	____

	Yes	No
3. Day care services for children of students in secondary or postsecondary vocational education programs	____	____
4. Apprentice programs if assurances are made to provide equal access to both sexes	____	____
5. Funded industrial arts programs must be designed to meet the purpose of elimination of sex stereotyping.	____	____
6. Construction and operation of residential vocational schools that provide vocational education for youth (males and females)	____	____

Through Program Improvement and Supportive Services Funds

Research Programs

7. Experimental, developmental, and pilot programs and projects designed to test the effectiveness of research findings, including programs and projects to overcome problems of sex bias and sex stereotyping	____	____
8. Review and revision of any curricula developed under this section to eliminate stereotypes based on sex, race, or national origin	____	____

Exemplary and Innovative Programs

9. If funds are allotted for exemplary and innovative programs, every contract shall give priority to programs and projects designed to reduce sex bias and sex stereotyping in vocational education	____	____

Curriculum Development Programs

10. Development and dissemination of curricula and guidance and testing materials designed to overcome sex bias and sex stereotyping in vocational education programs	____	____
11. Support services designed to enable teachers to meet the needs of individuals enrolled in vocational education programs traditionally limited to members of the opposite sex	____	____

Vocational Guidance and Counseling

12. Vocational guidance and counseling training designed to acquaint guidance counselors with:		
a. the changing work patterns of women	____	____
b. ways of effectively overcoming occupational sex stereotyping	____	____

	Yes	No
c. ways of assisting girls and women in selecting careers solely on their occupational needs and interests	____	____
13. Establishment of vocational resource centers designed to meet the vocational guidance and counseling needs of special populations, including persons entering or reentering the job market late in life	____	____
Vocational Education Personnel Training		
14. In-service training for vocational education teachers and other staff members to overcome sex bias and sex stereotyping in vocational education programs	____	____
Grants to Overcome Sex Bias		
15. Research projects on ways to overcome sex bias and sex stereotyping in vocational education programs	____	____
16. Development of curriculum materials free of sex stereotyping	____	____
17. Development of criteria for the review of curriculum materials for sex stereotyping	____	____
18. Examination of current curriculum materials to assure that they are free of sex stereotyping	____	____
19. Training to acquaint counselors, administrators, and teachers with ways of effectively overcoming sex bias and sex stereotyping, especially in assisting persons in selecting careers according to their interests and occupational needs rather than according to stereotypes	____	____

If you feel that some of these optional provisions that are not currently included in your State plan should be included, you can work to get them incorporated in the next annual plan.

CHAPTER IV

HOW CAN I INFLUENCE PEOPLE TO WORK ON THE PROBLEM?

Objective: To become familiar with the range of potential people who can help solve the problem of overcoming sex bias and sex stereotyping in vocational education in order to facilitate carrying out the functions of the job of sex equity person.

Background Information

The methods you select for influencing people will depend on what is comfortable and effective for you. Refer back to Chapter II for recommended strategies for working with state department personnel and to the recommendations for working with local directors under "Function g."

Information collected about existing programs with strengths and weaknesses identified can be very helpful in influencing people to work on overcoming sex bias and sex stereotyping in vocational education. Plans for increasing sex fairness in vocational education will be easier to make if there is some understanding of good, existing programs.

You may want to consider the possibility of a task force for working with your office. A task force for the whole agency, appointed by the state director of vocational education, or even by the governor of your state may be a possibility as you continue your work in sex equity.

Employers have complained of the impossibility of meeting affirmative action goals because there are no women trained in some fields and therefore no women to be hired. Persons making those kinds of statements can strengthen your position when presenting a case for opening programs to both sexes. Employers who are not so enlightened, can, however, increase the difficulty by causing placement problems. There are still people who believe some occupations are not appropriate for women even when women are trained and qualified. Schools are prohibited by Title IX from supporting this kind of policy. If employers will not change their policies, the schools must terminate the relationship.

There should be many opportunities for you to act in a consulting capacity to the various areas within your state agency and with local education agencies. As the legislation is better understood and incentives begin to take effect, more and more people will interest themselves in the problem of overcoming sex bias and sex stereotyping in vocational education. Inform the vocational educators in the state of the kinds of assistance you can provide and encourage them to assist you.

Organizing Your Change Team

Exercise 14

Purpose: To list potential catalysts, process helpers, solution givers, and resource linkers in order to facilitate the organization of a change team.

Directions: Begin to list below the people who may be willing to help work on the problem of overcoming sex bias and sex stereotyping in vocational education.

	People in the State Agency (Insiders)	Other People (Outsiders)
Catalysts—persons who want change		
Process Helpers—persons who can provide assistance in recognizing and defining needs, diagnosing problems and setting objectives, acquiring relevant resources, selecting or creating solutions, adapting and installing solutions, and evaluating solutions		
Solution Givers—persons who have definite ideas about what the change should be		
Resource Linkers—persons who bring people together, who help find and make use of resources inside and outside their own system		

CHAPTER V

WHAT RESOURCES CAN HELP SOLVE THE PROBLEM?

Objective: To become familiar with the range of potential resources that can help solve the problem of overcoming sex bias and sex stereotyping in vocational education in order to facilitate carrying out the functions of the job.

Background Information

Havelock, in discussing how to build and maintain awareness of the resource universe, provides three stages: building awareness, maintaining awareness, and awareness of information systems. He suggests the following for maintaining awareness: periodicals, mass media, and a personal acquaintance network. Activities you may wish to consider in building and maintaining your personal acquaintance network are: attendance at professional meetings; visits to other locations (for whatever purposes); phone calls to outsiders (for whatever purposes); interacting with people who are in different roles and different systems whenever the opportunity arises. Maintaining good contacts and a habit of consulting with insiders and colleagues who work with you are also important. The two information systems you will probably want to become familiar with are the ERIC Clearinghouse on Career Education (your state agency or Research Coordinating Unit probably has an ERIC collection) and the Women's Educational Equity Communications Network, located at the Far West Laboratory for Educational Research and Development, San Francisco, California.

There are many areas of expertise that can be tapped for assistance in solving some of your problems. There should be a Title IX Coordinator in your agency. Affirmative Action Officers can provide assistance on employment issues. Consultants will be useful to you in establishing goals and objectives as well as adding expertise to in-service workshops, conferences, and other activities. The Commission on the Status of Women in your state may be able to provide assistance.

There are several national women's organizations with different goals and objectives, but all have concern for sex fairness. Many of these organizations have state and/or local chapters. Consider American Association of University Women (AAUW), League of Women Voters (LWV), National Organization for Women (NOW), Women's Equity Action League (WEAL), and the Young Women's Christian Association (YWCA). The Chamber of Commerce in some cities will provide you with information on local organizations and their goals and objectives. There may be unique specific organizations in your area which can provide you with expert assistance. It will be time well spent to identify them early as they may provide you with support as well as service.

When using print or audio-visual resources, note the publication date. Information in this area is changing rapidly. The Women's Bureau of the U.S. Department of Labor is an excellent source of occupational and employment information on the national level. It would be advisable to get on their mailing list. Consider subscribing to periodicals and newsletters and joining professional organizations that can keep you accurately informed.

A collection of strategies, techniques and materials related to sex equity in vocational education have been included in *Vocational Education Sex Equity Strategies*. An extensive annotated bibliography is also included.

Potential Information Sources

The following organizations have engaged in research and development efforts to overcome sex bias and sex stereotyping in vocational education:

Center for Women's Opportunities. American Association of Community and Junior Colleges, 1 DuPont Circle, NW, Suite 410, Washington, DC 20036, (202) 293-7050—for information on an assessment of women in two-year colleges in regard to opportunities to pursue technical and semi-professional skills. A selected bibliography and newsletter are available.

Ellis Associates. P. O. Box 466, College Park, MD 20740, (301) 864-7600—for staff development activities addressing sex-role stereotyping and sex bias in vocational education.

The Federal Education Project, Lawyer's Committee for Civil Rights Under the Law, Suite 520, 733 15th St., NW, Washington, DC 20005, (202) 628-6700—for technical assistance and information about equal opportunity in vocational education. A monthly newsletter is available.

Feminists Northwest. Seattle, WA—for information about Project Awareness and curriculum materials for combatting sex stereotyping.

L. Miranda and Associates. 4701 Willard Avenue, Suite 102, Chevy Chase, MD 20015, (301) 656-8684—for information on a business and management development program for minority women.

New Directions for Young Women. 346 South Scott, Tucson, AZ 85701, (602) 623-3677—for assistance with workshops and a program called Sex Stereotyping Awareness Tool (SSAT).

Project on Equal Education Rights (PEER). 1029 Vermont Avenue, NW, Suite 800, Washington, DC 20005, (202) 332-7337—for assistance and publications relating to Title IX. A quarterly newsletter is available.

The Resource Center on Sex Roles in Education. National Foundation for the Improvement of Education, 1201 Sixteenth St., NW, Washington, DC 20036, (202) 833-5426—for technical assistance, training, and materials relating to overcoming sex bias and sex discrimination in education.

Rj Associates, Inc. 1018 Wilson Blvd., Arlington, VA 22209, (703) 524-3360—for publications, at cost, of research reports on women's participation in nontraditional occupations at the postsecondary and secondary levels and a report on women in apprenticeships.

Steiger, Fink, Kosecoff, Inc. 9060 Santa Monica Blvd., Suite 108, Los Angeles, CA 90069, (213) 276-1315—for materials on expanding career horizons and workshops on leadership training on sex-fairness in career and vocational education.

Verheyden and Associates. 3747 Huntington St., NW, Washington, DC 20015—for information and assistance on sex equity in guidance and sex equity in education.

Wider Opportunities for Women. 1649 K Street, NW, Washington, DC 20006—for information about a nationwide network of special projects for women in nontraditional jobs.

Women on Words and Images. P. O. Box 2163, Princeton, NJ 08540, (609) 921-8653—for reviews of elementary and secondary school instructional materials for sex-role stereotyping and in-service workshops on sex-role stereotyping.

Women's Bureau. Employment Standards Administration, U.S. Department of Labor, Washington, DC 20210, (202) 523-6611—for a wide variety of publications on the status of women in the labor force and for a list of CETA funded special projects on women in nontraditional jobs.

Women's Educational Equity Communications Network. Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103, (415) 565-3000—for publications, bibliographies, information analysis products, a directory of human resources, and user workshops.

Resources for Solving the Problem

Exercise 15

Purpose: To begin to list potential resources that can help solve the problem of overcoming sex bias and sex stereotyping in vocational education in order to facilitate carrying out the functions of the job.

Directions: Begin to list below the resources you think you will find helpful in working on the problem of overcoming sex bias and sex stereotyping in vocational education.

PRINT SOURCES

Types:

Texts:

Newsletters:

Information Services:

Libraries:

Other Print Sources:

PERSON SOURCES

Types:

Consulting Organizations:

Individual Consultants:

Academic Institutions:

Individual Researchers and Faculty:

Federal Government Agencies:

Professional Associations:

Individuals in My System:

CHAPTER VI

HOW DO I GET IT ALL TOGETHER?

Objective: To become familiar with action planning steps in order to gain information in program planning and managing, given the constraints of a particular state situation.

Objective: To apply action planning steps in order to gain skill in program planning, given the constraints of a particular state situation.

Background Information

Now that you are thoroughly impressed with the magnitude of the responsibilities of the state sex equity person, you need to proceed with making realistic and achievable plans. Whatever the awareness level is in your state, there is more than enough work for one person. Examine the specific needs of your state and design a plan for action. Refer to Chapter II as needed to check your management approach and underlying assumptions. Listed below are some points to keep in mind:

1. Know your deadlines for meeting the Federal requirements.
2. Set deadlines for yourself in order to have information ready for deadlines.
3. Make a list of events—state and local meetings of professional organizations—where you may be able to give help or get help.
4. Find the people you need assistance from and find out how and when they can provide it.
5. If the Advisory Council or existing task forces understand the legislation and enthusiastically support it, use their help.
6. Consider the possibility of forming your own task force or a liaison group.
7. Try to set priorities—often you can get lost in paperwork and small details.
8. Be realistic—practices and attitudes take time to change.

Seven Step Program Planning Process

Exercise 16

Step 1: Setting measurable goals and objectives

Step 2: Planning programs for each goal (programs would include specified objectives, subobjectives, work activities, products, and outcomes)

Step 3: Developing a budget

Step 4: Implementing the program

Step 5: Evaluating the program

Step 6: Updating and adjusting program plans

Step 7: Reporting results of the program

Basic Principles of Effective Program Planning

1. Program planning is an ongoing, continuous process. Every program should be in some phase of the program planning process.

2. Program planners should utilize all seven phases of the program planning process.

3. Those who will carry out the program should be included or represented in every phase of the process.

4. Timelines should be carefully delineated, and responsibilities should be clearly assigned.

5. Most plans should include an in-service training component as part of the implementation phase.

Source: Resource Center on Sex Roles in Education. *Overcoming Sex Discrimination and Attaining Sex Equity in Vocational Education: Recognizing and Combatting Sex Bias and Planning for Action,* p. VW-16.

My Action Plan

Directions: As the final exercise in this publication, you have the opportunity to develop your own action plan, one which would be realistic for you to do in your situation and one to which you are willing to commit yourself. Using the following program planning outline, determine specifications for your own action plan.

Objective 1. _____

Subobjective 1. _____

Activity	Who Will Do	Target Date	Budget	Product	Outcome	Evaluation

Subobjective 2. _____

Activity	Who Will Do	Target Date	Budget	Product	Outcome	Evaluation

"END OF DOCUMENT"

Objective 2. _____

Subobjective 1. _____

Activity	Who Will Do	Target Date	Budget	Product	Outcome	Evaluation

Subobjective 2. _____

Activity	Who Will Do	Target Date	Budget	Product	Outcome	Evaluation

"END OF DOCUMENT"